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ABSTRACT

This curriculum guide for a PBS 2-part, 180-minute video, "In Search of the Oregon Trail" (narrated by Stacy Keach), provides information to help teachers develop lesson plans. The guide is comprised of 12 lessons incorporating 31 video chapters. Curriculum areas include history, geography, economics, sociology, ethnic studies, civics and government, science, environmental studies, mathematics, and language arts. Classroom activities can be adapted for grades 4-12. Included are key concepts addressed in the video chapters; discussion questions for the video chapters; in-depth lessons; related activities that teachers may use to extend their students' Oregon Trail study; related information, charts, and maps; and recommended resources for teaching about the Oregon Trail. The video program follows a general East-West path and is divided into video chapters that are grouped according to content. The guide contains brief content descriptions, time cues (indicating the number of minutes from the funding credits to the start of each part), the length of the video chapter, and key concepts and discussion questions for each chapter. A description of the relevant National Content Standards for "In Search of the Oregon Trail" can be found in the appendix. (BT)

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Curriculum Guide for

IN SEARCH OF THE OREGON TRAIL

SO 031 222

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Curriculum Guide for:

In Search of the Oregon Trail

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In Search of the Oregon Trail

Introduction

"In Search of the Oregon Trail" presents the history of the Oregon Trail in a fascinating story-like way that will help educators in teaching this important segment of our nation's heritage. The PBS two-part video is 180 minutes long and alternates between landscape photography, time-lapse photography, diary readings and interviews with historians. This curriculum guide corresponds with the PBS documentary and provides information for teachers to more fully develop the content with their students.

Curriculum Integration

This curriculum guide integrates a variey of curriculum areas, including history, geography, economics, sociology, ethnic studies, civics and government, science, environmental studies, math, and language arts. The classroom activities are readily adaptable for grades 4-12.

Included in this integrated curriculum guide are:

- key concepts addressed in the video chapters
- discussion questions for the video chapters
- in-depth lessons which focus on specific aspects of the content
- related activities which teachers may use to extend or enrich their students' Oregon Trail study
- related information, charts and maps to use with students, and
- recommended resources for teaching about the Oregon Trail.

How this Curriculum Guide is Organized

"In Search of the Oregon Trail" is a two-part video program that follows a general East-West path and is conveniently broken into video chapters. To more easily use the video with students, the video chapters are grouped according to the content. Brief content descriptions, time cues (indicating the number of minutes from the funding credits to the start of each part) and the length of the video chapter are indicated, along with key concepts and discussion questions for the chapters. A fully developed lesson, plus related activities from various areas of curriculum, is also suggested for each of the video chapter groupings.

National Content Standards

The classroom activities found in this Curriculum Guide correlate with national Content Standards in the areas of History, Geography, Economics, Civics and Government, Language Arts, Science, Math, and Media and Technology. These Content Standards were developed by national task forces to delineate the specific understandings and thinking processes all students should have equal opportunity to acquire over twelve years of precollegiate education in the United States. Teachers are free to use these standards to meet the interests and instructional needs of their students. A more complete description of the relevant national Content Standards for "In Search of the Oregon Trail" may be found in the Appendix.

Teaching Strategies

A wide variety of teaching strategies is suggested in the Curriculum Guide to allow for the wide variety of educational interests and needs across the nation. The teaching strategies are interdisciplinary and may be adapted according to the teacher's specific goals in planning, implementing, and assessing instruction and the developmental levels of the students. The activities have been marked with icons to indicate the appropriate grade level for the activity. For example, if an activity is marked with "E MD HI icons," teachers may use it with adaptation for not only elementary-school students, but for middle school and high school students. Activities marked only with an "HI icon" indicate that they involve thinking processes or skills that would be most appropriate for high school-aged students.

= appropriate for **Elementary** school students and above

= appropriate for **Middle** school students and above

= appropriate for **High** school students

The activities encourage meaningful attention to important ideas, rather than disconnected memorization of bits of information or students practicing skills in isolation. For those teachers using performance tasks, the addition of clear criteria for student performance and a scoring rubric will turn the lessons and activities into suitable performance tasks.

Studying the Oregon Trail offers teachers a perfect opportunity to focus in-depth on a significant topic of American History, and to connect it with the students' interests and with local history, cultures, and issues. Opportunities for higher-order thinking are provided, especially in asking students to relate new learning to prior knowledge, to think critically about it, and to use it to construct new arguments or make decisions. In addition, as another way to make the learning more powerful for students, many of the teaching strategies provide opportunities for students to be actively involved with the content and to work together on collaborative projects.

Authentic Assessment

The classroom activities provide opportunities for authentic assessment, where students are involved in experiences which they may actually do in the future as citizens, consumers, or employees. For example, many of the activities are designed to link the Oregon Trail to current issues. Students are asked to evaluate multiple perspectives and weigh conflicting values and priorities, important skills to develop for all areas of life. Also, many of the activities provide natural opportunities for sharing what was learned with audiences outside of the classroom—with parents, students in other classrooms, and community members.

Portfolios

Many teachers are using portfolios to organize and document student growth. A student's portfolio consists of a carefully selected collection of that student's work made over a period of time. It is a powerful record of achievement which can communicate among the student, the teacher and the parent, the student's progress over the school year or from one year to the next. Many of the performance tasks in this Curriculum Guide are examples of the kind of extended reasoning and communication that portfolio assessments often involve.They provide opportunities for students to work on meaningful and interesting projects which can demonstrate the depth of the student's knowledge and skill development.

"In Search of the Oregon Trail" Curriculum Guide challenges students to...

- link history to other disciplines and current events
- evaluate multiple perspectives
- weigh conflicting values and priorities
- collaborate with peers on interdisciplinary performance tasks
- share their new knowledge outside of the classroom

Ongoing Interdisciplinary Projects

"In Search of the Oregon Trail" deals with the "whole" of the Oregon Trail experience. While lessons and related activities have been developed for each video chapter, this section provides challenging opportunities for students to be involved in on-going, interdisciplinary projects. These continue at the teacher's discretion for a length of time, an d culminate in a final demonstration (or performance) of the student's learning.

These projects may be organized to be completed by individual students or groups. Sharing these projects with wider audiences adds interest for the students and helps the public know about the exciting things that are happening in schools. All learn that the story of the Oregon Trail continues to this day!

Oregon Trail Wax Museum

Assign groups of students to work together to create a large Oregon Trail scene on butcher paper for a backdrop. The students will become the wax figures that stand "frozen" in their scene as other classes or parents come to visit the wax museum. Students will need to research and prepare an explanation of their scene, as well as prepare the props and clothing needed to make their wax figures look "alive." One student can read background information while leading a group tour through the museum exhibit.

Oregon Trail Timeline

Ask students to develop a personalized timeline for the Oregon Trail by keeping track of Key Dates, Events, Pictures, and Why This is Important information as they watch and study "In Search of the Oregon Trail." The timelines may be illustrated with appropriate pictures and symbols to further personalize the information they contain.

"In Search of the Oregon Trail" Pictorial Map

A cooperative learning project may be organized for the entire class to link history and geography. Provide the students with a large blank map of the United States. Their job is to use graphic imagery and words, depicting historically important people, places, and events of the Oregon Trail.

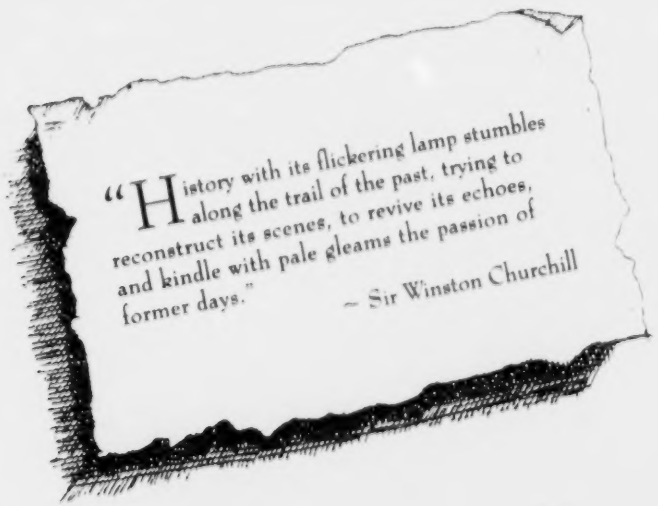
The map could focus on the Oregon Trail experience in a particular year, the location of American Indian groups across the west, territorial growth of the United States, the movement of Indian groups—or provide information about key events in the history of the Oregon Trail. Creativity is to be encouraged as much as historical accuracy. Symbols and "signposts" may be used to represent major events of the Oregon Trail.

Many varieties of maps are possible, including quilted versions, 3-D maps, or even World Wide Web pages, with buttons to push for more information about locations along the Trail. The goal is to provide a cooperative learning opportunity for synthesizing information learned about the history and geography of the Oregon Trail.

An extension could be to have a map contest between different classrooms, with prizes going to the maps that show not only accurate geographical and historical information and research, but also artistic imagination and design.

Oregon Trail Issues Today

"In Search of the Oregon Trail" makes the point that "the Oregon Trail is a story with no end in sight." Many of the issues that influenced the past and the forces that motivated the emigrants in the 1800s are still with us today. Some topic suggestions for long-term projects include: interactions with American Indians, effects of the westward movement on the environment, the roles of men, women, children and minority groups through history, and ethnocentrism. Throughout their study of the Oregon Trail, guide students to examine these issues and their meaning for us today.

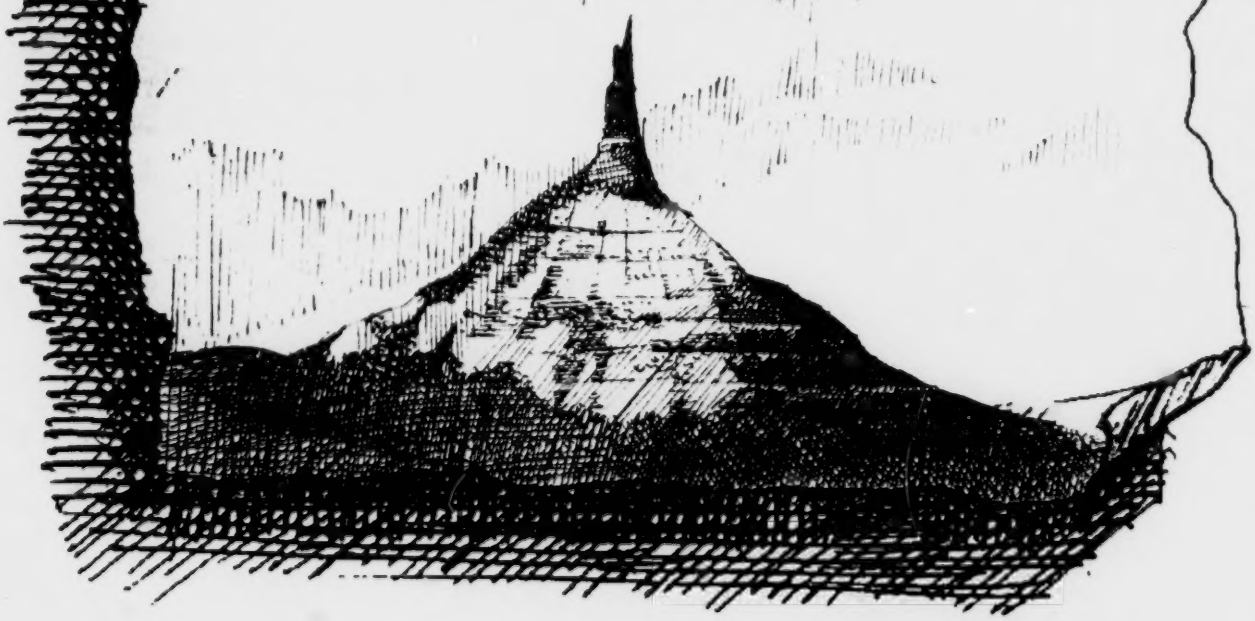

"History with its flickering lamp stumbles along the trail of the past, trying to reconstruct its scenes, to revive its echoes, and kindle with pale gleams the passion of former days."
– Sir Winston Churchill

IN SEARCH OF THE OREGON TRAIL

PART I

"That Great Waste Wild"

Lessons 1–7



1. Myth vs. Reality on the Oregon Trail

Introduction
(Introduction to the Oregon Trail - 0:00) Length: 3.5 minutes

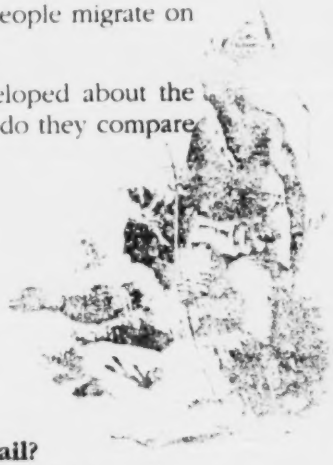
Myth, Image and Symbol
(Myths vs. the realities of the Oregon Trail - 3:36) Length: 7 minutes

Key Concepts

- Myths about the Oregon Trail migration
- The real story of the Oregon Trail needs to be told
- Many Oregon Trail issues continue to this day
- Significance and symbolism of the Oregon Trail
- Different interpretations of the Oregon Trail

Q&A Discussion Questions

1. What ideas and events does the Oregon Trail symbolize?
2. For what reasons did people migrate on the Oregon Trail?
3. What myths have developed about the Oregon Trail and how do they compare with the reality?



E MD H Introductory Lesson

1. Potluck/Preview of Oregon Trail Unit.
An interesting and motivating way to begin study of the Oregon Trail is to invite both students and parents to attend a potluck, wearing Oregon Trail attire and featuring Oregon Trail foods (beans, biscuits, jerky, fruit leather, homemade ice cream? Ask the parents to be creative cooks!) Include the parents in this lesson as described here and preview the unit for both students and parents.

2. What is the Oregon Trail?
Before showing the first part of the video, ***"In Search of the Oregon Trail,"*** divide the class into groups of 4-6 students and distribute to them two different colored felt-tip pens and one piece of large paper. Ask students to brainstorm and list on the paper as many ideas as they can think of when they hear the term, "The Oregon Trail." Then ask each group to take the second felt-tip pen and circle the ideas that they ABSOLUTELY KNOW to be true about the Oregon Trail, that they would be willing to stake their lives on! Post these charts and compare them among the groups.

Introductory Lesson Continued...

3. **True/False Pre-Test.** Give students the following oral true/false pre-test on some basic knowledge about the Oregon Trail.

   1. Most covered wagons on the Oregon Trail were pulled by horses or mules.
   2. The men usually drove the wagons, with the women and children riding in them.
   3. Problems with American Indians was the number one cause of death on the Oregon Trail.
   4. More people died on the Oregon Trail than during the same period of time back in the Eastern part of the U.S.
   5. The hardest part of the Oregon Trail was crossing the Rocky Mountains.

   Correct the pre-tests orally. ALL ANSWERS ARE FALSE. Most students will feel that the answers to the questions are wrong! Assure them that most people would have "flunked" too, because of the prevalence of myths about the Oregon Trail.

4. **Myth vs. Reality.** Discuss the difference between MYTH (fictions or half-truths that are often part of the general beliefs of a culture) and REALITY (true and actual facts that can be verified). Explain that over the past 150 years, a number of myths have developed about the Oregon Trail, which many people think are real — for example, the statements in the quiz. Explore with students how they think myths begin, what purpose they might serve in a culture, and what harms myths might cause.

5. ***"In Search of the Oregon Trail."*** Show the first two "video chapters" of the PBS video. As students watch, ask them to look for examples of myths about the Oregon Trail. After the video, discuss these myths with the students and explain that they will be gaining more accurate information about the Oregon Trail, which will help them understand where these myths came from.

6. **Concluding Activity.** To conclude and assess the students' understanding of the distinction between Myth and Reality, ask them to develop an example of each. They could draw a cartoon, write short paragraphs, or act out these examples. Ask the other students to differentiate between them and explain why they represent either "myth" or "reality." (Examples could be developed from the classroom, school, work, other historical eras, the Oregon Trail, or current events.)

Myth vs. Reality Related Activities

Survey

Ask students to develop a short questionnaire to determine the general public's knowledge about the Oregon Trail. Ask parents and community members to answer the questionnaire. Tally answers in the form of a graph or chart. Create a summary statement describing your findings. What did your survey discover about the power of the myth of the Oregon Trail? Present your findings in the school newsletter, the local newspaper, or at a PTA meeting. The questions on the questionnaire should be information generally available and important, not trivia or tiny details. Examples of questions might include: Approximately how many people traveled on the Oregon Trail in the 1800s? What was most dangerous about traveling on the Oregon Trail?

Movie Critique

Student "movie buffs" might enjoy conducting a critical review of movies based on the Oregon Trail. Show clips from the movies to use as evidence to compare these Hollywood versions with what historians now know about the Oregon Trail experience. How did these movies affect the development of myths about the Oregon Trail? (Possible movies for critique include: The Covered Wagon, The Fighting Caravan, The Oregon Trail, The Way West, Paint Your Wagon, and Seven Alone.)

Oregon Trail Issues Today

In the program, historian John Mack Faragher, speaks of a series of three paradoxes (statements that seem to contradict themselves, but may be true in fact) of the Oregon Trail:

- "our wanderlust as a people, and our need for community;
- our love of nature and our desperate need to develop; and
- our fascination with native people and the wars of dispossession that made this country."

Ask students to choose one of these paradoxes and look for specific evidence of these contradictions in their study of the Oregon Trail.

To extend this analysis, ask students to select a current issue, either local, state, national or international, and evaluate to what extent the paradoxes described above (or others—a belief in peace, yet a willingness to use force to achieve one's goals, etc.) exist in the issue they chose. Encourage students to share information about their issues with each other. In what ways was the Oregon Trail similar and different to today's current issues?

Rank Order

The first Overlanders on the Oregon Trail really did not know the difficulties that they might experience on their journey. Ask the students to guess and rank in order of frequency the following six major causes of emigrant fatalities on the Oregon Trail: encounters with American Indians, wild animals, accidents, diseases, starvation and thirst, weather.

Actual statistics show that approximately 10,000 out of 300,000 Overlanders from 1840-1860 did not survive the trip due to the following, in order: Diseases (9 out of 10 fatalities), Accidents (especially drowning and firearm accidents), Incidents with American Indians, Starvation and Thirst, Weather, and Wild Animals. Discuss with students why they think the Emigrants on the Oregon Trail were willing to take these dangerous risks. What were they hoping to gain as a result of going on the Oregon Trail?

Oregon Trail Analysis

In this chapter of the program, speaker Rick Williams says, "...I think that's where you see the first earliest drive-by shootings in America, was along the trail. You have Europeans coming by...and shooting at Indian people in their own land..." Select students to search for evidence supporting or refuting this controversial statement. (See statistics on the following chart for starters.) Formulate theories on why the predominant myths about the Oregon Trail continue, despite evidence to the contrary.

Trail Mortality

Estimated number of overland emigrants killed by American Indians and estimated number of American Indians killed by emigrants, 1840–1860.

Year	# Emigrants killed by American Indians	# American Indians killed by Emigrants
1840	0	0
1841	0	1
1842	0	0
1843	0	0
1844	0	0
1845	4	1
1846	4	20
1847	24	2
1848	2	2
1849	33	60
1850	48	76
1851	60	70
1852	45	70
1853	7	9
1854	35	40
1855	6	10
1856	20	15
1857	17	30
1858	N/A	N/A
1859	32	10
1860	25	10
TOTAL	**362**	**426**

*Source: Dan Murphy, Oregon Trail, Voyage of Discovery, KC Publications, Inc., 1991.

Students may become confused when confronted with information that makes them feel bad about actions that occurred in our past; for example, the treatment of American Indians and enslavement of Africans. They sometimes feel guilty and responsible for the wrongs.

"Do we bear the moral weight of our ancestors in this? It's the kind of thing my students ask me all the time. Are we responsible? Well, we're responsible for getting it right, we're responsible for understanding, we're responsible for telling the truth, we're responsible for facing up to what happened. I don't believe that we're morally culpable, but we become culpable if we participate in a fiction or a lie about the past. The best we can do is face up to the truth of it. That's the role of the historian, I think."

– John Mack Faragher, historian,
who is interviewed in-depth for "In Search of the Oregon Trail." –

2. Reliving Life on the Oregon Trail

Jumping Off
(The decision to leave home - 10:50) Length: 5 minutes

People Wrote Faithfully
(Oregon Trail diaries - 15:45) Length: 4 minutes

Key Concepts

- Jumping-off points
- Reasons for emigrating
- Guidebooks and outfitting for the trip
- Diary writing

Q&A Discussion Questions

1. What kind of people participated in the Oregon Trail migration?
2. For what reasons did they participate?
3. What effect did the Panic of 1837 have on the Oregon Trail?
4. Why did the emigrants go "that far west" and not settle in the Midwest?
5. What can we learn about the Oregon Trail from the diaries of emigrants?

E M Lesson

1. **Introduction to Simulation.** Students may be better able to relate to the reality of life on the Oregon Trail by reenacting it as pioneer characters who must solve simulated problems. Explain the purpose of a simulation.

2. **Characters.** To help students "buy into" learning about the Oregon Trail, put the names of pioneers (real or fictitious) into a hat. Ask students to draw a name from the hat and then give them one minute to trade with someone if they are unhappy with their choice. The students are then responsible for creating a portrait of their character with construction paper and cloth (for shirt, dress, or hat.) They also should create a short biography of their character, including age, skills, hobbies, and reasons for wanting to migrate to Oregon. Ask students to post this information on a 5" x 7" card beside their character's portrait and display in the classroom.

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3. **Setting.** Divide the students up into "families" of 5-7 students. Each family is asked to work together to create a large flat wagon out of brown and white butcher paper, to go up on the wall of the classroom or hall. It will resemble a covered wagon if the white butcher paper for the canvas is doubled and attached only at the top to the piece of butcher paper under it. Students can peek inside the wagons by lifting the top layer of paper.

Families now have to decide among themselves what to take on the six-month journey to Oregon and "pack" it into their wagons. (Students will use more construction paper to create and label these items. See **Provisions for the Oregon Trail** in the Appendix for a list of suggested provisions and their cost. Math problems may be invented to figure out the weight and cost of these provisions.)

4. **Plot.** The journey to Oregon is ready to begin. Each student will make and keep a journal of Oregon Trail encounters as prompted by the teacher. These may be developed from the discussion questions accompanying the video chapters of ***"In Search of the Oregon Trail."***

Examples include:

- how they felt leaving their home, pets, and friends
- weather problems
- equipment problems
- illness/death
- encounters with American Indians
- river problems (when fording a river, have a member from each wagon roll a die to determine their fate. 1=safe crossing, 2=oxen get loose, 3=stuck in the mud, and so on. Students must solve the problems together. Did anyone remember to pack a rope?)

5. **Assessment.** Share the journals while sitting in a circle around the "campfire." The more dramatic the teacher is, the more motivating **and fun** it is for the students!

Reliving Life Related Activities

E M H Interview

Ask students to answer the question, "How did your family get to your present location?" Wherever the students live, and whether it was last year, 50 years ago, or 150 years ago, their families participated in their own migrations. Ask students to interview family members about their migration experiences and record them in the style of diary excerpts of the Oregon Trail pioneers. What was similar or different about their migrations and those of the Oregon Trail? Compare diaries within the class. For what reasons did your students' families come to this present location? List and compare. An interesting extension of this activity is to ask students to interview seniors in the community to find out more information about this topic. In what ways were these individuals also "pioneers?"

E M H Oregon Trail Recipes

In preparation for their long trip to the Oregon Country, preserved meat and fruit were prepared by the emigrants. Use the following recipes to cook up your own Oregon Trail recipes of jerky and fruit leather. Students might also enjoy researching and preparing other pioneer recipes for ice cream, soap, sourdough biscuits, butter, and beans.

Fruit Leather

Wash fruit (plums, apples, prunes, etc.) Cook in kettle and bring to boil. Puree the fruit in blender and pour onto plastic wrap squares and place in dehydrator or in oven on lowest setting. Be sure to leave room for air circulation. Dry for 24-36 hours. Peel off plastic and make roll-ups, or else tear in pieces. Enjoy!

Jerky

Ingredients and equipment needed for EACH student:

- 1 slice of lean meat, cut with the grain, about 1/4 inch thick (Meat is easier to slice if partially frozen. Remove as much fat as possible.)
- Seasoning salt (1 jar is plenty for the entire class)
- 1 magazine to use for padding
- paper towels
- wax paper or plastic wrap
- table knife without serrated or sharp edges

Directions:

1. To involve each student, have each prepare a work space by laying down first the magazine, covered with a clean paper towel, and then a piece of wax paper or plastic wrap on top.
2. Lay sliced meat on each student's padding.
3. Sprinkle with about 1/2 tsp. seasoning salt. (Caution: if students are allowed to do the sprinkling, they have a tendency to overdo, which may make the jerky too salty to eat.)
4. At a given signal, ask each student to grasp the knife by the blade and pound their meat lightly with the edge of the handle for about 1 minute. They should work the seasoning into the meat. This also helps to tenderize and break down the gristle.
5. At a given signal, direct the students to stop pounding. Turn the meat over, again sprinkle it generously with seasoning salt, and again give the signal to pound the seasoning into the meat.
6. Then place the meat directly into a food dryer/dehydrator or oven. If oven is used, place the meat on racks and turn oven to the lowest heat possible, 150–200 degrees. Prop open the oven door to allow steam to escape. Cure four or five hours with heat on, then leave in oven to dry overnight. This usually produces jerky dry enough to keep indefinitely, but it's best to keep refrigerated or frozen to keep from mildewing. Actually, the students will probably eat it so quickly, you won't have to worry about mildew!

E M H Advertisements

Ask students to design advertising posters, videotape television advertisements, or tape-record radio commercials to try to convince people in the 1840s to move to Oregon. This is a good opportunity to evaluate typical sales techniques–both legitimate and deceptive–in assessing the effectiveness of these Oregon Trail advertisements.

E M H Minimum Requirements Checklist

Ask students to brainstorm what people needed to consider before going on the Oregon Trail. (Some suggestions might be: morale and health of family members, equipment, variety of routes, available maps, wagon condition, time of year, amount of money in the bank, recent events with the American Indians along the route, cost of supplies, information about terrain and survival techniques.) Ask them to develop a "Minimum Requirements Checklist" which the emigrants could have used to assess whether they should undertake the Oregon Trail.

E M H Point/Counterpoint

Oregon Trail pioneers have been called "Brazen Overlanders," "Invaders," "Heroes," and "Eden-Seekers." Ask pairs of students to write Point/Counterpoint articles discussing the pros and cons of embarking on the Oregon Trail. Consider the viewpoints of all those involved in the Oregon Trail, including fur trappers, American Indians, and settlers. If possible, share these articles with other students who have opposing opinions and evaluate which reasons used in the articles were most and least persuasive.

E M H Writing a Charter

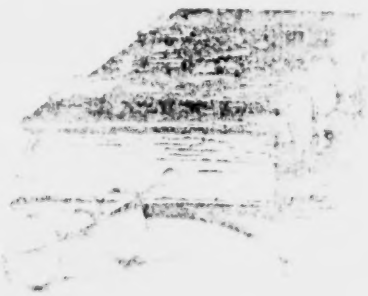
Among the most important things that needed to be decided when a wagon train "jumped off" were the rules needed to keep the wagon train safe and peaceful during the six-month trip. In committees of 5, ask students to draw up a set of five proposed rules that they think might help to govern a wagon train on the Oregon Trail in the following areas: leadership, security, decision-making, rotation and delegation of responsibilities and chores, and dispute-resolution.

Each group will then explain and defend their set of rules to the rest of the class. All students, playing the parts of wagon train members, will then debate, amend, vote on and sign a final set of rules, called a Charter.

To assess how well the Charter works, give students the following problem situations and ask them to apply their rules. Then ask students to create other Oregon Trail situations to test how well their Charter works.

1. The Captain of the wagon trail falls ill and is unable to carry out his job.
2. A dispute arises about which route the train should follow; each route has similar difficulties.
3. A member of the wagon train is suspected of stealing from the other pioneers.
4. The wagon and team of one of the members of the wagon train breaks down.

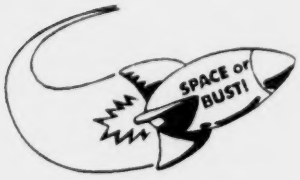
Work with students to decide whether their Charter needs to be modified. Keep the Charter handy to use as the class learns more about specific events on the Oregon Trail. Will it be adequate for the entire Oregon Trail experience?



MD H Comparing John Glenn Diaries

The program quotes the 1852 diary of John G. Glenn as he described his experiences on the Oregon Trail. Interestingly, 110 years later, John H. Glenn became the first American to orbit the earth. In groups, ask students to research and develop comparison diaries of these two John Glenns. (For example, the 1852 John Glenn probably averaged 14 miles a day, whereas the 1962 John Glenn traveled 17,500 miles per hour, or three miles through space with each heartbeat!) Compare and contrast the motivations, conditions, and experiences of the "Oregon Trail" and the "Outer Space Trail."

To extend this comparison, pretend that in the future, a new "John I. Glenn" (male or female) will be embarking on a new migration— to Mars, under the ocean, or to some other new frontier of the student's choice. Write diary entries for him or her. Have fun using your imagination!



MD H Diary Examination

Students may enjoy reading actual diaries of Oregon Trail emigrants. Several are listed in the Resources section of this Curriculum Guide. Ask students to look for the reasons why the emigrants decided to move to Oregon, the fears they had about the trip, what they most enjoyed and most disliked about the migration experience, the relations they had with the American Indians they encountered along the way, and the relations they had with other members of their wagon train. Compare and contrast the diaries to get a feel for the kind of emigrants who participated in the Oregon Trail. Use them as guides for students to write their own fictionalized diaries of travel on the Oregon Trail.

E MD H Diary Grammar

In the style of the times, the pioneers were very inventive in their diary spellings. A fun Language Arts activity is to "correct" the grammar of these diaries, or to write 2 fictional diary entries using grammar of the 1840s, and then using grammar of the present-day. Get your red pen out and try "correcting" the following actual example:

"We lay buy within 3 miles of Doct Whitmans, a mishionary astablishment, to git provision.... & the emigrants was much disapointed, as the Dr. had got them to come much out of there way with promices of provisions cheep, & was surprised by high prices that we had to pay for all we got: bef 10 cts, pork 15 ct, potatoes $1.00, flour without bolting 7 c."

~ William Newby, 1843

1842 was a terrible time for the American economy because of the Panic of 1837. It explains why so many people considered pulling up stakes to "jump off" for the Oregon Country.

For example, wheat was selling for only 25 cents a bushel, when it actually cost at least 50 cents to make a profit; the price of hogs had fallen from $4.20 per hundred weight in 1839 to under a dollar, and it was difficult to find someone to buy them. In fact, Jesse Applegate, one of the earliest emigrants to Oregon, was so desperate that he sold a steamboat load of bacon and lard for $100, when he had already spent $150 for just the curing salt! (Actually, the steamboat bought the bacon to use as fuel.)

In addition to these economic reasons, many emigrants wanted to escape disease (malaria in particular) in the East, and others looked for the promise of free land and adventure when they decided to "jump off."

"I went to Oregon because the thing wasn't fenced in and nobody dared to keep me out."

~ Early Settler

"For what do they brave the desert, the wilderness, the savage, the snowy precipices of the Rocky Mountains, the weary summer march, the storm-drenched bivouac and the gnawing of famine? —This migration... to Oregon wears an aspect of insanity."

— Horace Greeley, editor

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3. Diary Writing

Not a Wilderness
(Differing American Indian/Pioneer perceptions - 19:48) Length: 2 1/2 minutes

The Foot of Civilized Man
(Earlier explorers, Lewis and Clark - 22:02) Length: 5 1/2 minutes

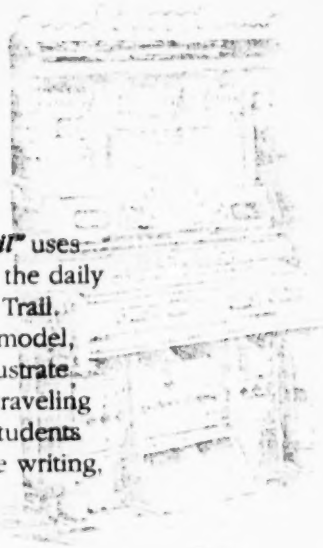
A Kind of Bodily Knowledge
(The routine of work - 27:43) Length: 5 1/2 minutes

Key Concepts

- Differing viewpoints: "wilderness" vs. "Great Mother"
- Louisiana Purchase and Lewis and Clark Expedition
- Dealing with the American Indians as "sovereign nations"
- Daily routine on the Oregon Trail
- Roles of men, women, and children on the Trail

Q&A Discussion Questions

1. Two opposite viewpoints existed about the "West": that it was a wilderness unshaped by human beings, and that it was a land that had been used and shaped by human beings for many centuries. Discuss the values that underlie these two viewpoints, and how they might have led to some of the conflicts between the emigrants and the American Indians during the Oregon Trail days.
2. What effect did the Louisiana Purchase and the Lewis and Clark Expedition have on the Oregon Trail?
3. Compare the responsibilities of men, women and children on the Oregon Trail.



E M H Lesson

1. Video Excerpt Analysis
"In Search of the Oregon Trail" uses many diary excerpts to describe the daily life of emigrants on the Oregon Trail. Using these three chapters as a model, ask the students to write and illustrate their own diary excerpts about traveling the Oregon Trail. Review with students the elements of good descriptive writing, for them to use in their diaries.

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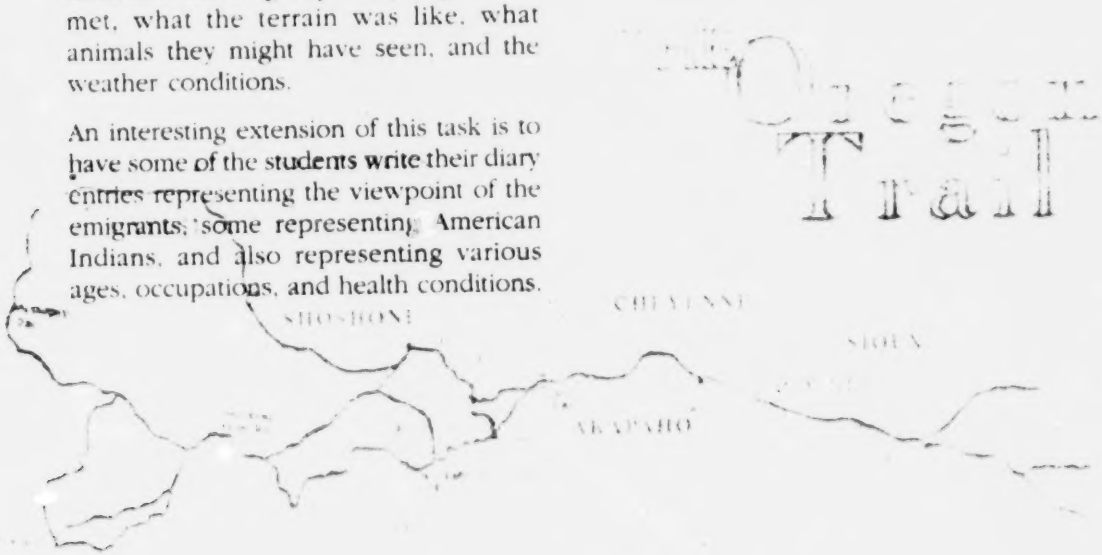
Diary Writing Lesson Continued...

2. **Group Diary Writing.** Divide students into six groups, representing the six months of travel along the Oregon Trail. Assign these groups to write and illustrate diary entries or "letters home" telling a friend or relative about daily life and events that might have occurred during their assigned month on the Oregon Trail. Students will need to examine maps to learn what they would most likely have experienced on their part of the Trail. (See the Map of the Oregon Trail and the Oregon Trail Elevation Map in the Appendix for an interesting perspective.) They will also need to know which American Indian groups they might have met, what the terrain was like, what animals they might have seen, and the weather conditions.

   An interesting extension of this task is to have some of the students write their diary entries representing the viewpoint of the emigrants, some representing American Indians, and also representing various ages, occupations, and health conditions.

3. **Campfire/Share Diaries.** Bind the diaries to look as authentic as possible. (Wet and wrinkled brown paper bags, when dried, resemble leather. Jute may be used to sew the pages together.) Then gather the students in a circle around a "campfire" to share their diaries and compare the experiences the emigrants had along the Oregon Trail. These may be posted along a mural map of the Oregon Trail route for classroom visitors to enjoy.



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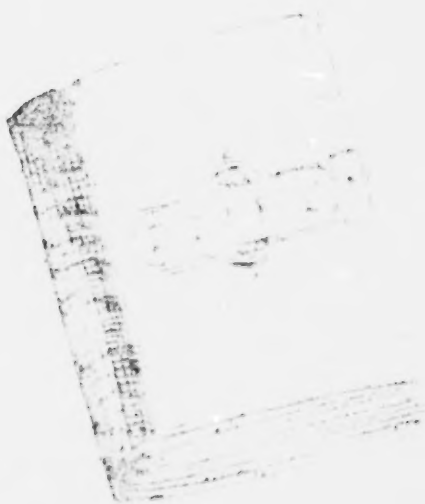


Diary Writings Related Activities

Make a Choice!

There were two points of view expressed about the Lewis and Clark Expedition: 1) that it was an important and necessary exploration of the Louisiana Purchase, and 2) that it was the first step in an invasion that would have many negative effects for years to come.

Ask students to choose which of the two points of view they agree with. Then, tell students that they have been assigned to write an editorial for the local newspaper about the Lewis and Clark Expedition. Ask students to share their editorials with each other and choose five elements that helped make their editorial most convincing and effective.

ABC Book

A prominent publisher of children's books has asked your students to write and illustrate an ABC Book about the Oregon Trail. After choosing a theme for the book (for example, animals, people, geography,) direct students individually or in groups to choose and illustrate a significant word for each letter of the alphabet relating to the Oregon Trail. Before beginning, brainstorm possible words to get started and develop criteria with the students which a publisher would be likely to use to evaluate whether to accept the books for publication or not. Use these criteria with students to evaluate their own books.

Journal Writing

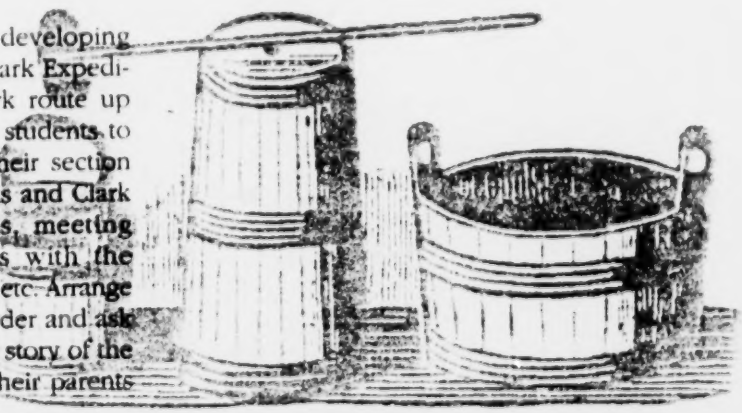
Ask students to write their own journals about important events in the Lewis and Clark expedition. Bind the journals using roughed-up brown paper sacks for the "leather" covers and sew the pages together with jute. Include a map of the route, sketches of the animals and plants that Lewis and Clark met on the way, as well as stories about the events of their trip. The journals may be written from the point of view of Meriwether Lewis, William Clark, Sacajawea, her husband, Charbonneau, Ben York (Clark's slave), or Pomp (Sacajawea's baby son.)

Myths

Explore American Indian myths to learn more about American Indian values. Ask students to hypothesize how they think these myths helped the people in their cultures and what values they represent. Students could then write and illustrate their own original myths to share with other students. (See these books for examples: American Indian Myths and Legends by Richard Erdoes and Alfonso Ortiz, Raven, A Trickster Tale from the Northwest by Gerald McDermott, and The Gift of the Sacred Dog by Paul Goble.)

Dioramas

Students may be interested in developing dioramas about the Lewis and Clark Expedition. Divide the Lewis and Clark route up into sections and ask groups of students to portray an event representing their section of the route. This might be Lewis and Clark crossing the Rocky Mountains, meeting Sacajawea, trading for horses with the Shoshones, building Fort Clatsop, etc. Arrange the dioramas in chronological order and ask students to use them to retell the story of the Lewis and Clark Expedition to their parents or another class.



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4. Different Viewpoints About the Oregon Trail: A Press Conference

To Hunt the Buffalo
(Dangers of the Trail - 34:58) Length: 3 1/2 minutes

Through Pawnee Country
(Pawnee Perspective and Buffalo - 38:30) Length: 9 1/2 minutes

Key Concepts

- Dangers of the Trail through Kansas and Nebraska
- Emigrant vs. Pawnee attitudes toward the land
- Effects of the Oregon Trail on the buffalo population
- Effects of the Oregon Trail on the Pawnee population

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Q&A Discussion Questions

1. Compare the emigrant and Pawnee attitudes toward the buffalo.
2. Describe the basis for the negative attitude toward American Indians during the 1800s.
3. What did the Hollywood version portray and what was the reality when whites and Pawnees met on the Oregon Trail?
4. Explain what is meant by the statement: "the fate of the Pawnee is tied to the fate of the buffalo."
5. What effect did the Oregon Trail have on the buffalo and on Pawnee culture? How do you think this could have been prevented? Explain.

E M H Lesson

1. Introduction to the Press Conference. The purpose of this Press Conference is for representatives of the diverse groups of people involved in the Oregon Trail to educate the Press about the Oregon Trail, so that the members of the Press can tell "the real story." If possible, show students a short clip of an actual press conference, so that they understand the format and purpose.

2. **Role-playing Preparation.**
Divide the class into 6 groups:

A. Pawnees

B. Fur traders

C. Oregon Trail emigrants

D. U.S. Army soldiers

E. The Oregon Trail Sierra Club (representing the animals and plants along the Oregon Trail)

F. The press (newspaper, radio and television reporters)

Ask the first five groups to prepare a 3-minute presentation discussing their viewpoint about the Oregon Trail and listing and explaining their best hopes and worst fears about the Oregon Trail in 1850. They want to educate the press about their points of view, so that the press will convey this information to the public.

The press group will be writing and/or broadcasting a story about the Oregon Trail in 1850. They should develop questions to ask each of the groups at the press conference.

3. **Mock Press Conference.** Conduct a Mock Press Conference, where each group will present the status of the Oregon Trail as they want it reported to the public by the press. Members of the press will sit in the audience and ask questions to get additional information from each of the presenting groups.

4. **News Writing and Broadcasting.** Ask each member of the press to present a 2 minute "broadcast" or write a news article of 500 words or less about the Oregon Trail in 1850. Help the students with their articles by stressing the importance of credibility, accuracy of information, balance in points of view, and evidence to support their points.

5. **Assess the Press!** As the press prepares, the other students are to develop a list of criteria for assessing the newscasts or news articles. Suggestions for criteria include: credibility, detection of bias, accuracy of information, balance in points of view, and evidence to prove the validity of claims and generalizations. As students listen to or read the press accounts, have them "score" the accounts from 1-5 on how well the press managed to report the story. Share this information and debrief by asking students to explain what they learned from this experience of the diverse perceptions people have about the Oregon Trail.

6. **Extension.** When the Lewis and Clark expedition arrived back in St. Louis on September 23, 1806 after being gone for more than two years, people had many questions that they wanted to ask them. After researching the Lewis and Clark Expedition, elementary students might put on a Mock Press Conference to role-play members of the expedition (for example, Lewis, Clark, Sacajawea, Ben York, Pomp, and Charbonneau) being questioned by the press. Ask students to develop their list of questions in advance, so that the "members of the expedition" will be able to prepare for the Press Conference.

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Song Writing

Ask students to choose a well-known tune (for example, Jingle Bells, Row, Row, Row Your Boat, or Yankee Doodle) and write either an "Emigrant Song" or a "Native American Song." Songs could express the reasons why they are traveling on or living near the Oregon Trail, experiences emigrants had on the Oregon Trail, or the different viewpoints of emigrants and Native Peoples about Oregon Fever. Record the students singing these songs for use in a program about the Oregon Trail. (An excellent resource for examples of Oregon Trail songs is Folk Trails: Songs of Life, Love and Loss on the Oregon Trail, Buroker, Chimenti and Olivier, 1993.)

Emigrant's Song,
to the tune of
"Auld L ang Syne"

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"We cross the prairie as of old
The pilgrims crossed the sea,
To make the west, as they the east
The homestead of the free."

– John Greenleaf Whittier

TV Commercials

Tied in to the news broadcast, ask students to develop TV commercials in which they advertise products and services useful to emigrants embarking on the Oregon Trail. Review techniques used in current TV commercials (for example, famous people endorsements, product comparisons, owner guarantees, inventory blowouts, humor) and discuss how to translate those techniques to commercials for products and services like Oregon Trail maps, mules and oxen, Fort Bridger, Mr. Smith's Trail Guide Service, and Tom's Jerky Treats, etc.

Political Cartoons

In groups, ask students to describe the "mindsets" of the Pawnees and the emigrants, and translate those mindsets into political cartoons. Students can analyze current political cartoons to see how common symbols, satire, and other visual elements make them most effective at expressing ideas. Students should explain why they chose the symbols they did in developing their cartoons.

Brainstorming

To help students understand the personal effects of the Oregon Trail emigration on the American Indians, read the following quote to the students and ask them to brainstorm what their feelings, thoughts and actions might be. Use this as fuel for writing assignments, such as diary excerpts, editorials, stories, and essays.

"Imagine an annual march of tens of thousands of people across your homeland. Imagine that homeland is in the desert and that these people are using your water and your fuel... fouling your ground."

– John Mack Faragher, historian

Developing A Bill of Rights

In hindsight, and with our particular 20th Century Point of View, students might wish to develop 10 statements of rights for the emigrants, the American Indians, and for the plants and animals on the Oregon Trail. Is it possible to protect ALL rights in one document? Why or why not?

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E M H Newscast

Ask students to research, write and videotape a simulated "newscast" summarizing world reaction to the decline of the American buffalo and the related fate of the Pawnees. Other events which might be interesting for students to analyze in a similar manner will be covered later in ***"In Search of the Oregon Trail."*** They include the Treaty of 1851, the Mormon Cow Incident, the discovery of South Pass, the opening of the Barlow Road, and the discovery of gold in California.

"Was there ever national blunder so great, ever national crime so tremendous, as ours in dealing with our land?"

~ Henry George

L. Frank Baum, best-known as the author of The Wizard of Oz, was the editor and publisher of "The Aberdeen Pioneer." He advocated genocide of the Indians in the following editorial from the January 3, 1891 issue, after the Wounded Knee massacre:

"The PIONEER has before declared that our only safety depends upon the total extirmination [sic] of the Indians. Having wronged them for centuries we had better, in order to protect our civilization, follow it up by one more wrong and wipe these untamed and untamable creatures from the face of the earth. In this lies safety for our settlers and the soldiers who are under incompetent commands. Otherwise, we may expect future years to be as full of trouble with the redskins as those have been in the past."

He wasn't alone. In the late 19th century, it was common for Debating Clubs to debate important questions of the time. It is interesting to note that the Mastersville, Ohio Literary and Debating Society, for example, seriously debated the question, "Should the uncivilized Indians be exterminated?" At that time, many people considered it subversive even to take the "con" side of such a topic.

"Old Frank Mayer, hale and hearty and full of enthralling memories and conversation at the age of ninety-seven, hunted buffalo for a living longer than any other man—ten full years. He did not, for a good part of that time, have to invest his money in powder or lead. Uncle Sam gave it to him outright. The method of getting a supply of ammunition was delightfully simple, and completely bereft of the usual Army red tape.

"'I would ride into one of the Army camps on a Sunday morning and seek audience with the commanding officer,' he was quoted as saying. 'We would sit and smoke. After awhile he would ask me if I could use some ammunition. Sure I could. Whereupon as much as I could carry away was all mine.

"I was young and callow in those days and thought it was my good looks or winning personality which was making the Army so generous with me. One morning, he mentioned this generosity to a high-ranking plains officer.

" 'What am I supposed to do with this ammunition—kill Indians?'

" '...no, that's our job,' replied the officer. 'You just kill buffalo. We'll take care of the Indians.'

"The officer explained the philosophy behind this largesse. 'Mayer, either the buffalo or the Indian must go. There isn't any other way. Only when the Indian becomes absolutely dependent upon us for his every need, will we be able to handle him. Every buffalo you kill now will save a white man's life. Go to it.'"

~ from Saga of the Buffalo by Cy Martin

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5. Steps to Success on the Oregon Trail
6. Meeting of Cultures: Case Studies Today

A Curiosity Indeed
(Chimney Rock, landmarks - 48:10) Length: 5 minutes

A Rival Empire
(The Lakota Sioux and the emigrants, Treaty of 1851 -53:26) Length: 12 minutes

Key Concepts

- Importance of the Platte River
- Landmarks along the Oregon Trail
- Differences among American Indian groups
- The legacy of the Horse Creek Treaty of 1851
- Mormon Cow Incident—August 1854
- Harney's retaliation at Blue Water —August 1855

Q&A Discussion Questions

1. Explain the importance of the Platte River in the route of the Oregon Trail.
2. How did the various American Indian tribes relate to each other along the Oregon Trail? What effect did this have on the emigrants' interactions with them?
3. What was the purpose of the 1851 Treaty Council at Horse Creek?
4. List the sequence of events in the "Mormon Cow Incident" (1854) and "Harney's retaliation at Blue Water" (1855) and their effects on American Indian/Emigrant relations.

Steps to Success

E MD First Lesson

1. **Welcome to Chimney Rock!** After viewing the video chapters, remind students of the famous Oregon Trail landmark, Chimney Rock. (If possible, show a photograph of Chimney Rock or find it in the video chapter entitled "A Curiosity Indeed.")

   Ask students what landmarks they have seen before and develop with them the fact that landmarks are novelties for visitors today to explore, just as they were for the emigrants during the Oregon Trail days. Tell students that one emigrant counted the number of steps it took to go around the base of Chimney Rock. Ask students to guess how many steps he took. (The answer is 10,040 steps.)

2. **Chimney Rock Math.** Distribute **Handout 1: "Steps to Success on the Oregon Trail"** from the Appendix. Review the math formulas for converting inches to feet and to miles. Individually or in pairs, ask students to complete the questions on the handoutThis involves the students measuring the length of one of their strides (called a footstep), calculating distances using this length, and converting this distance into feet and miles.

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3. Oregon Trail Math. Ask students to examine atlases and maps to determine the number of miles from one of the jumping-off points (Kansas City, Kansas, Independence, Missouri, or St. Joseph, Missouri) to Oregon City, Oregon. Calculate how many footsteps it would have taken each of them to walk this distance. This reverses the mathematical process they used in the Chimney Rock exercise.

4. If Feet Could Speak/Assessment. Finally, the students will personify their feet and write a song, poem, or short paragraph to express how their feet might have felt about the Oregon Trail if they had walked the entire Oregon Trail distance. Students should really be able to empathize with the Oregon Trail emigrants, as in the expression, "Walk a mile in my shoes!"

Share these creative "Steps to Success on the Oregon Trail" with other students by posting them along a wall in footstep formation, so others can "walk" along and read about the experience of traveling on the Oregon Trail.

5. Extension Activities:

1. Ask students to find the height of Chimney Rock, Independence Rock, or another famous landmark on the Oregon Trail. Calculate the number of footsteps needed to get to the top of this landmark.
2. Emigrants generally traveled between 10 and 15 miles per day on the Oregon Trail. How does this distance compare with the normal daily "traveling" students do in our present-day lives? First, ask students to estimate how many miles each of them might travel in a normal day. Then, ask a student to wear a pedometer to find out the distance traveled from waking up in the morning to going to bed at night. How does this compare with the traveling distance of a typical Oregon Trail emigrant?
3. After calculating the distance of the entire Oregon Trail experience, a fun physical education activity is to have the class work together to "run" the Oregon Trail as a group. Measure the distance around the schoolyard and motivate students to add jogging and walking to their recess and after-school activities.

   On a wall map of the United States, plot the mileage each student contributes until the entire Oregon Trail is completed! Can your students finish the trail in less than six months, the average length of time it took the emigrants to complete the Oregon Trail? Can your students beat the winter snows?

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MD (H) Second Lesson

1. **Introduction to the Case Study.** A Case Study consists of a format for analyzing problem situations. This allows students to systematically address the issues in a case, before making a decision about what they think would be a just resolution of the problem. Using the examples in the chapter entitled "Rival Empires" of ***"In Search of the Oregon Trail,"*** divide students into three groups to examine the three cases: Treaty of Horse Creek, the Mormon Cow Incident and Harney's Retaliation at Blue Water. In each case students need to discuss, record, and report on the following questions:

   - What are the facts of the case? (Who, what, where, when, why?)
   - What is the problem or issue?
   - What are the positions about the problem and the reasoning or data each side uses?
   - What is the student's position on what should have been done about the problem? What are the benefits and costs of the student's decision and the reasons why this decision is recommended?

2. **Oregon Trail Case Study Analysis.** To this day, rights negotiations continue between American Indians and governments in the United States and Canada. Use the same Case Study questions for guiding the students in researching and discussing the examples below:

CASE A: Compensation for Lands

In 1980, a sixty-year old lawsuit was decided by the U.S. Supreme Court to award the Sioux a $191 million cash settlement for the Black Hills. This sacred ground was preserved for them outright in a 1868 treaty, but when gold was discovered six years later, the tribe was forced to surrender the land in 1877. Today, this area houses the Mount Rushmore memorial and Ellsworth Air Force Base, as well as private land.

The Sioux have refused to accept the cash settlement, seeing it as merely 60 cents per day per living Sioux, which a Sioux spokesperson explained, "doesn't buy you a McDonald's hamburger." They believe that the United States owes them a fairer settlement.

CASE B: Medals of Dishonor?

In 1890, 90 Sioux men and approximately 200 Sioux women and children were killed by U.S. government troops at Wounded Knee, South Dakota. Many have termed this an unjustified massacre, since the troops were acting against orders and so many unarmed women and children were killed.

Since 1917, a series of bills to compensate the survivors of Wounded Knee have been considered by Congress, yet the Sioux people have not yet received any apology from the government, nor has there been any compensation for the destruction of life and property. However, Congressional Medals of Honor were given to 30 American participants in the Wounded Knee Incident, and a monument at Ft. Riley was built eulogizing the dead soldiers.

Recently there has been a call for rescinding the Medals of Honor granted at Wounded Knee. Ask students to research this dilemma and decide whether they would sign a Petition to support rescindment of the Medals of Honor or not.

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CASE C: Who owns Lake Coeur d'Alene?

This question is at the core of a case to be decided by the United States Supreme Court in 1996-7. "It's God's lake, but He put the Coeur d'Alene Tribe here to take care of it," a tribal spokesman explained. The case is based on an 1873 Executive Order by President Ulysses S. Grant establishing the Tribe's claim to ownership of Lake Coeur d'Alene and several rivers within its reservation in Idaho. However, the State of Idaho claims that President Grant had no authority to cede the lake without congressional approval, which they interpret to mean that Idaho automatically gained ownership of the beds and banks of all navigable waters within its borders when Idaho became a state in 1890.

In addition, the Tribe says that state officials and their predecessors have failed to regulate the 30-mile-long lake, and have done too little to clean up heavy-metal contamination from a century of hard-rock mining. They maintain that they would do a better job of caring for the lake, because it is more personal. "The most important reason in the legal argument is it always was the Coeur d'Alene Tribe's lake," stated tribal spokesman Bob Bostwick. "It always has been, and it always will be."

CASE D: Who owns an ancient skeleton?

In 1996, a 9,300 year old skeleton was found in the State of Washington. It is one of the oldest, most complete remains of an ancient Northwest inhabitant. Based on the Native American Graves Protection and Repatriation Act of 1990, the Corps of Engineers, on whose land it was found, made the decision to turn the skeleton over to the Confederated Tribes of the Umatilla, the Yakama Indian Nation, the Nez Perce tribe, the Wanapum Band and the Colville Confederated Tribes for burial.

However, non-Indian scientists and anthropologists believe that the skeleton is a national treasure and is too old to be traced to modern American Indian tribes. They believe that the skeleton should be studied first so that they can learn more about the ethnic identity, physical characteristics, nutrition, environmental toxins, health, diseases, genetic relationships, and lifestyle of the first Americans. They believe that the American Indians are destroying evidence of their own history.

A representative of the Umatilla Tribe explained the Indian belief that their culture and religion require that "when a body goes into the ground, that body is keeping a promise that was made when time began. And the body is to remain in the ground until the end of time. And because these remains have been exposed, this is very sensitive to us because the remains aren't part of the ground like they should be." They believe that the body should be reburied as soon as possible without any study.

3. **Extension.** The movement of the emigrants into the west in the 1800s has many similarities to the current movement of people and industry into the rain forests of the tropics. In both times and places, different value systems, misunderstandings, and mistakes have caused clashes of cultures, with profound effects.

   Research the rain forest dilemmas and ask students to develop case studies from their research. What are the arguments for and against development of the rain forests? What are the benefits and costs of development of the rain forests? What effect will development have on the native people, the environment, the economy, and the governments involved? What do students think should be done about this issue? How is this issue similar to and different from the case studies related to the Oregon Trail?

   Research and write up other case studies related to the clash of cultures and present them. Examples include the clash between the Eskimos and oil exploration, uranium mining on Navajo lands, the conflict between the need for hydroelectric dams and Indian fishing rights on the Columbia River, and Kevin Costner's desire to build a resort on sacred grounds in the Black Hills.

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MD H News Reports

Assign three groups of students the task of creating television news reports about the Treaty of 1851, the Mormon Cow Incident (August 1854), and Harney's retaliation at Blue Water (August 1855). Students will need to select a reporter for each segment, people involved in the incidents to role-play opposing viewpoints as they are interviewed, then develop a script which provides the background of the incidents, and a final conclusion about the consequences of the incidents. Videotape these three news reports in the style of a television news program.

E MD H Mural

Divide class into groups. Each group will make one portion of a mural of the Oregon Trail. Use large sheets of butcher paper and tempera paints and include landforms, American Indian cultures, forts, hazards, etc. Students can write fictional journal entries about what emigrants might have encountered along their portion of the Trail and display these at the appropriate spot on the mural.

E MD Letter Writing/Posters

Have students write business letters to the Chambers of Commerce of several cities or sites along the Oregon Trail. In each letter, students should ask for brochures and travel information. Analyze these brochures and ask the students to make their own brochures or posters encouraging tourists to visit a specific site on the Oregon Trail. Posters and brochures should highlight the natural features, historical events, or tourist attractions of the area.

E MD Map

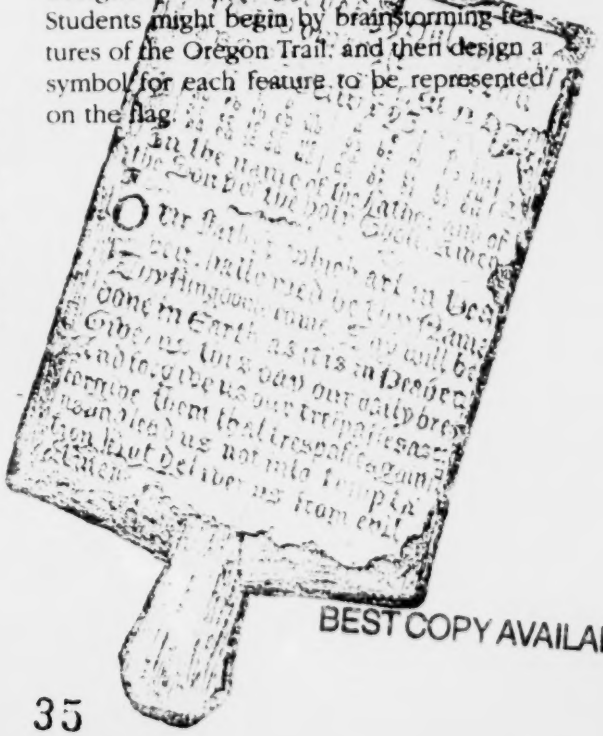
Ask students to work together to make a large clay or salt-dough relief map of the Oregon Trail, showing the landforms and marking the forts and rivers along the way. Indicate the location of the various American Indian tribes. For a challenging math project, make the map to scale.

E MD Latitude/Longitude Game

Divide class into two groups. Have members of one group use a globe or map to give the latitude and longitude of a specific place on the Oregon Trail. The other group must name the place within one minute. Keep track of points, awarding one point for each correct identification made within the time limit.

E MD Art

Design Oregon Trail Flags to represent the special meaning of the history and/or geography of the Oregon Trail. Ask students to write a few sentences explaining why they designed their flags the way they did. Students might begin by brainstorming features of the Oregon Trail, and then design a symbol for each feature to be represented on the flag.



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MD H What if?

This video chapter describes the importance of the Platte River. In teams of students, research and write short stories predicting what might have happened if one of the following "what ifs" had been true:

- the Platte River had run north-south
- the South Pass did not exist
- the Hudson's Bay Company had not over-trapped the beaver south of the Columbia River
- gold had not been discovered in California
- the native peoples along the Oregon Trail had been united to keep the emigrants out of their lands and equipped with adequate weapons to enforce this
- France had not sold the Louisiana Purchase to the United States
- The Oregon Country issue of ownership had been decided in favor of Great Britain

E MD Dioramas

Compare and contrast the ways of life of the many American Indian cultures along the Oregon Trail by making shoebox dioramas that show major characteristics including homes, type of government, foods, clothing, and customs of each culture: Pawnee, Otoe, Iowa, Sak, Fox, Lakota Sioux, Dakotas, Nakotas, Cheyennes, Shoshones, Crows, Cayuse, etc. Display these for visitors to the classroom.

MD H Research

"In Search of the Oregon Trail" makes the point that "the 1851 Treaty, the Mormon Cow Incident and Harney's Retaliation at Blue Water set the stage for decades of struggle between the army and the Lakota" that continued "until 1890 with the slaughter at Wounded Knee." Ask students to research and report on the events at Wounded Knee. Was this incident inevitable or could it have been prevented?

H Oregon Trail Issues Today

Some historians have noticed that the difficulties the emigrants had negotiating with the many sovereign American Indian tribes along the Oregon Trail are similar to the difficulties the United States and European nations are having in negotiating a peace treaty in the Former Yugoslavia. More advanced students could make a presentation comparing these two conflicts. What is similar and different? Is there anything we can learn from our Oregon Trail experiences that could help us today in Bosnia?

MD H Trailfinder

Using maps and globes, ask groups of students to propose a different "trail" that the pioneers could have used to make their way to the Willamette Valley, using not more than 30% of the original Trail. Was the best route actually used in the 1800s? Why or why not? Develop a map and an oral presentation showing the advantages and disadvantages of your new route. Would covered wagons still have been the best method of transportation? What time of year would have been the best time to travel to Oregon? What supplies might the pioneers on the new trail have needed? Which American Indian groups would the emigrants have met on your trail? What effect do you think your new route might have had on the course of U.S. history?

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7. The Truth About the Oregon Trail: Class Resource Book

Federal Assistance
(Fort Laramie, Fremont and the federal government - 1:05:40) Length: 5 minutes

The Great Debt of Nature
(Death along the Trail, Wyoming - 1:10:24) Length: 5 minutes

A Sense of Wonder
(Harsh beauty of Wyoming, Independence Rock and other landmarks - 1:15:35) Length: 4 minutes

The Great Backbone
(South Pass, halfway to Oregon - 1:19:44) Length: 6 minutes

Key Concepts

- Purpose of forts along the Overland Trail
- Role of John C. Fremont and his reports in opening up the West
- Role of U.S. government in Oregon Trail history
- Harshness of the geography, loss of life
- Landmarks
- Importance of South Pass
- Oregon Trail migration compared to other "Great Migrations"
- Effects of Oregon Trail on native people

Q&A Discussion Questions

1. What purpose did the forts serve along the Oregon Trail?
2. What effect did the U.S. forts, the presence of the U.S. military, and government expeditions have on the expansion of the United States?
3. What evidence is presented in the program that supports the statement that the emigrants' "true enemies are not the Native Americans, but time and geography?"
4. Describe the importance of South Pass in furthering American expansion across the continent.
5. Compare and contrast the Oregon Trail migration with other "Great Migrations," for example, the Puritans coming to America, the movement across the Appalachians, the Trail of Tears, and more current migrations, such as to the "Silicon Valley." Explain whether people were "moving away from" or "moving to" something.

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E M H Lesson

1. **Class Resource Book.** As a class, develop a resource book explaining "the truth, the whole truth, and nothing but the truth" about the Oregon Trail. To accomplish this task, students will need to work together in the following roles, with students participating in more than one group, as determined by the teacher:

   - **Management Board:** This group of students will work out the production details of the book, including content topics, sequence, layout, and design.
   - **Researchers:** This group will find information about the topics and share these with the appropriate writing team.
   - **Writing Teams:** For each content topic, these writers will take the information and turn it into prose according to the guidelines developed by the Management Board.
   - **Copy Editors:** This group will edit the writers' work and make final decisions about style and content.
   - **Art Team:** These students will develop illustrations, maps, cartoons and other graphics or find photographs to go with the content.
   - **Advertising Department:** This group will design advertisements for products related to the Oregon Trail (optional).
   - **Printers:** These students will prepare the final copy, add art, and prepare the layout of pages. (Parent-helpers may assist with this.)
   - **Book Binders:** These students will take the pages and bind them into a final product. In addition, they will design and produce a cover.

2. **Autograph Party/Assessment.** Conclude your book writing process with an "Oregon Trail Autograph Party" to introduce your book to the public (parents, other classes, and PTA). Invite the school principal to interview the authors about writing the book and about what they learned about the Oregon Trail. Honor the students' hard work by letting them autograph archive copies for the school and community libraries! Enterprising students may wish to post the book on the World Wide Web for the world to see.

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The Truth Related Activities

E M H Research/Role Play

Research the life of John C. Fremont and the reports written by his wife, Jesse Benton Fremont. Role-play a meeting of Fremont with a group of people wondering if they should make the journey on the Oregon Trail. Afterwards, discuss the effect of Fremont's reports on migration to the Oregon Country. Would you say that Fremont made a positive or negative contribution to history? Why?

E M Tourist Guides

Ask students to write their own guides to a local phenomenon or landmark, similar to the Fremont guides. Include highlights to see, major historical, cultural, or geographic features, what to bring, dangers, photographs, and illustrations. Post the tourist guides on the World Wide Web for other "present-day pioneer students" to view, and perhaps use as they plan a trip to this modern "Oregon Country."

E M Building a Fort

After researching the construction and purpose of forts, (see A Frontier Fort on the Oregon Trail in resource list), ask students to build a model of a fort to demonstrate the many work-operations that took place at the forts.

M H Oregon Trail Issues Today

Ask students to imagine that they are descendants of American Indians or of Oregon Trail settlers (they may be, in fact!) Since the look of the Oregon Trail has changed a great deal from the 1840s and there is no way we can remove the cities, power plants, dams, bridges or replace the herds of buffalo, the grass prairies and the American Indian cultures as they were in the past, should we even attempt to reconstruct historical sites from the Oregon Trail? In an oral, written, or visual presentation, have them describe how they feel about the protection or study of Oregon Trail sites. Explain whether the sites are important to them.

E M Advice to NASA

After the students have had a chance to compare the Oregon Trail migration with others significant in United States history, present the following scenario to the students:

It is expected that after the turn of the century, we will be making scientific investigations of Mars, possibly for the purpose of setting into motion a future migration. What are some lessons to be learned from the migrations of the past which we could use on Mars? List these and send them to NASA!

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Oregon Trail Jeopardy Game

In a variation of the famous TV game show, develop questions (and answers) about the Oregon Trail in five categories; for example, History, Geography, Famous Forts, Influential People, and Anything Goes. Organize the questions according to difficulty, with increasing point (or money) values associated with the harder questions. Include some "Daily Double" questions to increase the risk of the game. Organize the students in teams to play the game, so they can confer about the answers. Rotate between teams for each question. Invite the school and/or community to play, or at least be the audience, during this opportunity to show how much the students have learned about the Oregon Trail.

Research

Students may be interested in exploring "The Trail of Tears," the removal of the Cherokee Nation from Georgia between 1838 and 1839. Using the United Nations definition of genocide, "deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part" and "causing serious bodily harm to members of the group," ask students to take a stand on whether the Indian Removal was an act of genocide. (See The Education of Little Tree by Forrest Carter for more information.) Students can write fictional daily journals of participants in the Trail of Tears, such as Andrew Jackson, U.S. soldiers (both sympathetic and hostile), or Cherokee people. They could write letters that take a personal stand on Indian removal and research other acts of Indian Removal.

Letter Writing

Pretend that it is 1848 and the students have just arrived at the Continental Divide. Ask them to each write a letter to a friend "back in the States" telling whether or not they think they should come on the Oregon Trail to join them!

"You have split the country and I don't like it."

~ Black Hawk, 1851

One pioneer remembered:

"Once started on the journey, the problem was to finish. We didn't think much about the unborn generations who would profit by our venturesomeness. It was simply a desperate undertaking."

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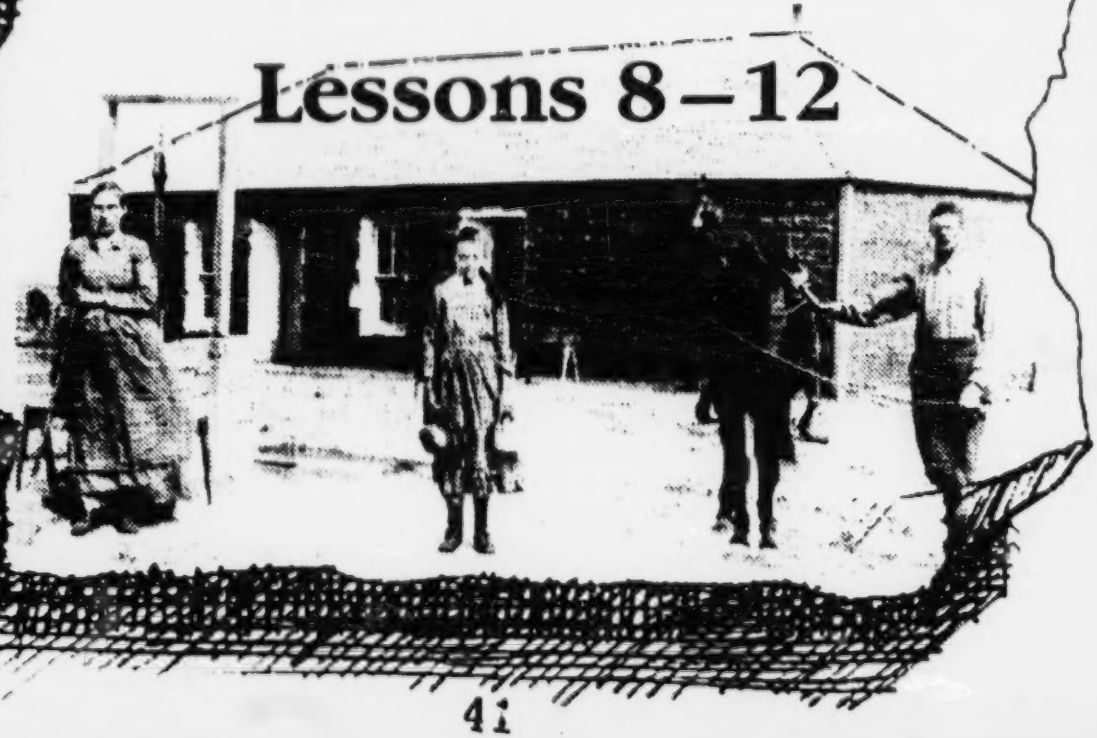
IN SEARCH OF THE OREGON TRAIL

PART II

"That Long Looked For Place"

Lessons 8–12



8. The Oregon Trail Press

Introduction
(Brief review of Part I - 0.00) Length: 2 1/2 minutes

The First White Women
(The Whitmans and the Spauldings - 2:35) Length: 4 minutes

British or American?
(Joint Occupation, Hall Jackson Kelley, Manifest Destiny - 6:40) Length: 8 minutes

To See the Elephant
(Challenges of the desert - 14:37) Length: 2 minutes

A Birth on the Trail
(Women's Challenges - 16:46) Length: 3 minutes

Key Concepts

- Review up to Continental Divide
- Reasons for migration
- Narcissa Whitman and Eliza Spaulding as icons of U.S. settlement
- Joint Occupation: Great Britain and United States
- Hudson's Bay Company and John McLoughlin
- Hall Jackson Kelley
- Manifest Destiny
- "Seeing the Elephant"
- 19th century beliefs about pregnancy and childbirth

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Q&A Discussion Questions

1. Huck Finn, at the end of Mark Twain's great novel, says, "I reckon I got to light out for the Territory ahead of the rest, because Aunt Sally she's going to adopt me and sivilize me, and I can't stand it." After watching these chapters of ***"In Search of the Oregon Trail,"*** explain why going west would not have worked to protect Huck from being "sivilized." In what specific ways did the emigrants both "leave behind" and "bring" the United States with them?
2. Explain why the arrival of Narcissa Whitman and Eliza Spaulding in the Oregon Country was called the "icon for United States settlement."
3. Explain the policy of "Manifest Destiny." What effect did this policy have on the settlement of the Oregon Country?
4. Explain what the term "seeing the elephant" meant to the Overlanders and list the problems described in this chapter that the emigrants often encountered at this stage of the Oregon Trail.
5. Compare the different ideas toward pregnancy and childbirth that the 19th century Overlanders had compared to those we hold today.

E Mp H Lesson

1. **Let's Go to Press!** "Hire" your students to work as the staff of three rival weekly newspapers of the late 1840s or 1850s. One newspaper will be reporting news from the American Indian point of view, one from the British point of view, and one from the American point of view. Each of their goals is to produce the "best" newspaper they can, representing as accurately as possible, the viewpoint of their "subscribers."

2. **Choose Your Beats!** As a group, each newspaper staff should decide on the content of their newspaper and assign student-reporters to research and write their stories. Ask students to choose their individual "beat" or focus of reporting. Choices could be: news, government, humor, editorials, fashion, home, human interest, interviews, music and the arts, sports, science, health, etc.

   Topics for articles might include: the Treaty of Horse Creek, the Mormon Cow Incident, Narcissa Whitman arriving at South Pass, the destruction of the buffalo, the disease cholera, the discovery of gold in California, Manifest Destiny, the Hudson's Bay Company, Donation Land Act, the Handcart Brigade, the Donner Party, the Whitman Massacre, "seeing the elephant" experiences, the opening of the Barlow Road, James Polk's election, the Treaty of 1855, the completion of the Transcontinental Railroad, and interviews with famous individuals such as Dr. John McLoughlin and Black Hawk.

3. **Writing News Stories.** Remind students to answer the famous "5W and 1H" questions in their news stories: Who, What, Where, When, Why and How. Straightforward reporting of news events is organized in a top-down manner, with the trivial details of a news story at the bottom of the story and the newest, most important facts near the top.

   The student journalists should be encouraged to respect the traditions of good reporting — accuracy, objectivity, fairness and honesty, but they are also encouraged to use their own creativity and writing style to engage the reader's interest in an organized way. Students might produce a Feature Story, an Editorial, an Advertisement, an Interview, a Point/Counterpoint, or a Cartoon.

4. **Editing/Art Work.** Students should be encouraged to work together to edit their stories before final publication. To accompany the stories, sketches in the style of linographs could be produced by the students as well. If possible, word process the student articles and art work and publish them in the style of a weekly newspaper.

5. **Hawk the News!/Assessment.** Share the newspapers with other classes and compare the newspapers for focus and accuracy of content. Check for the 5 Ws and 1 H as a way of assessing them. Which newspaper would students most like to "subscribe to?" Why?

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Oregon Trail Press Related Activities

MD H Point/Counterpoint

The idea of Manifest Destiny was not at first self-evident. Ask students to examine the following quotes and develop a Point-Counterpoint debate about whether the United States was justified in following the policy of Manifest Destiny:

"It is 'but the right of our manifest destiny to overspread and to possess the whole of the continent which Providence has given us for the development of the great experiment of liberty and federative self-government.'"

– John L. O'Sullivan, editor Democratic Review, 1845

"I don't want to sign away all my land. Take half of it and let us keep the rest.... I don't like the place you have chosen for us to live on. I am not ready to sign the paper."

– Skakomish Chief, 1855

"I would not vote one cent from the people's treasury to place the Pacific coast one inch nearer than it is now."

– Daniel Webster

"The United States and North America are identical."

– John Quincy Adams

MD H Oregon Trail Issues Today

The phrase, "seeing the elephant," meant confronting anything unusual, dangerous, exciting, or extremely tedious on the Oregon Trail. Ask students to list the kinds of "elephants" emigrants encountered on the Oregon Trail—and compare them with a list of "elephants" immigrants to the United States today might face.

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H Research Then and Now

Compare and contrast the 19th century conventions towards pregnancy and childbirth with those of today. What do they say about the changing attitude toward women? Research and prepare a "Then and Now" presentation about other changing attitudes: for example, in the areas of work, childcare, and morality.

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9. Comparing the Three Trails: Trail Fair

The Parting of the Ways
(Dangers of cut-off routes - 20:10) Length: 1 minute

To Create a New World
(Mormon Trail - 21:22) Length: 6 1/2 minutes

A Pile of Gold Quartz
(California Trail - 27:50) Length: 6 minutes

Family Values
(Oregon Trail - 33:57) Length: 7 minutes

Key Concepts

- Decision-making along the Trail
- Comparing the Mormon Trail, California Trail and Oregon Trail
- Effects of the California Trail on native populations

Q&A Discussion Questions

1. Compare the similarities and differences among the participants and the experiences of the three major emigrant routes: the Mormon Trail, the California Trail, and the Oregon Trail.
2. The program describes the Mormons as being "the great entrepreneurs of the Trail." Explain the ways in which the Mormons created business opportunities related to the Trail.
3. In what ways did the California Trail affect the American Indian population of California?
4. List the particular hardships of traveling along the Snake River portion of the Oregon Trail.

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E M H Lesson

1. **Video Analysis.** Before showing the three chapters from ***"In Search of the Oregon Trail,"*** ("To Create a New World, A Pile of Gold Quartz and Family Values"), divide the class into three groups, each with the responsibility to take notes about the following discussion questions and do research about one of the three different migrations shown in the video segments: the Mormon Trail, the California Trail, and the Oregon Trail. Provide students with a copy of **Trails West: Map of the Oregon Trail, California Trail and Mormon Trail** found in the Appendix.

2. **Discussion.** After viewing, lead a discussion which compares the three trails by asking the groups of students to explain:

   1. What motivated people to take this Trail to the west?
   2. What kind of person took this particular Trail?
   3. Relate an interesting incident or story that took place on this Trail.

3. **Research to "Sell" Your Trail.** Ask students to get more information about their assigned trail, so they can develop persuasive arguments to try to convince others to participate in *their* Trail. Develop posters, travel brochures, video commercials, radio commercials, or skits to highlight the reasons why emigrants should choose to go on their particular Trail. What specific information would people want to know before making this important choice? How should it be "packaged" to sell it most easily? An interesting extension would be to also ask groups of students to research the "trails" to Oregon that went via Panama, Mexico, or the Pacific Ocean.

3. **Trail Fair/Decision Time.** Organize the students so that they can present their trail information. Ask students to compare the three trails during the presentations so that they will be able to explain in which migration they would have wanted to participate (if any).

4. **Long-term effects/Assessment.** Debrief the Trail Fair by discussing the long-term effects of the Trail migrations on the native peoples, animals, environment, economy and history of this region. What were the benefits and costs of these migrations?

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Comparing Three Trails Related Activities

E MD 3-D Trail Routes

On an open file folder, ask each student to draw a map of the three major trail routes, including landmarks, to scale. Also, have them make a covered wagon with a 1/4 inch stand-up tab on the bottom. At major landmarks, cut 1/4 inch slits in the file folders, for the covered wagons to fit into. Glue a second file folder (around the edges only) to the first for additional support, and fold to stand up. Use these 3-D File Folders for students to personally "travel" the Trails throughout their study of the Westward Movement.

E MD You Decide!

The Oregon Trail represents a number of decision-making opportunities. Ask students to prioritize in advance what makes a good reason for a decision, and list these criteria in chart form. Ask groups of students to role-play the pros and cons of making the following decisions, and have the other students rank the reasons and make a final decision:

- whether to go west or not
- whether to use oxen, horses or mules to pull the wagons
- what to take on the trip west
- whether to take the Sublette Cut-off or not
- whether to take the California Trail, Mormon Trail, or Oregon Trail
- whether to take the Columbia River or Barlow Road route
- what to expect from the American Indians met along the Trail
- whether to participate in a buffalo hunt or not
- whether to take the Humboldt River/ Sierra Nevada shortcut to California (as the Donner-Reed Party did)

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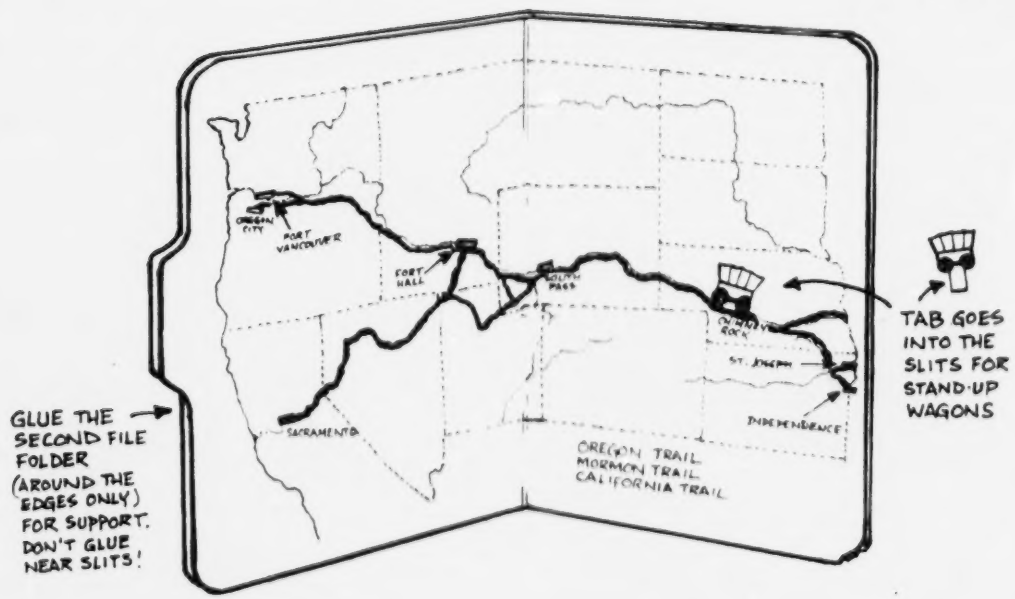


Oregon Trail Models

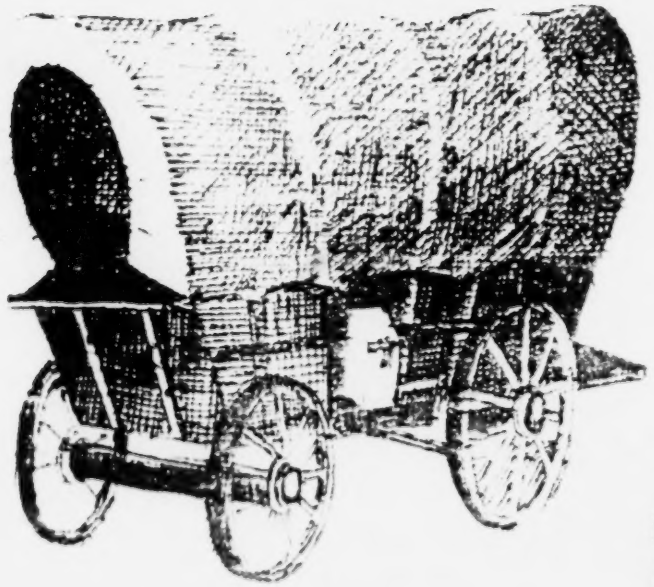
Students may wish to make covered wagon models and then use them to "travel the Oregon Trail" in the school yard or model in class. Be sure to map out the route, creating and labelling important landmarks along the way. Ask students to design tasks that they must accomplish at certain locations (and appropriate hazards that the covered wagons might encounter, including rivers, deserts, mountains, and alkaline water.) Whose covered wagons will survive the trail?

Magic School Bus Book

Have students write a "Magic School Bus Explores the Oregon Trail" book in the style of the books published by Scholastic. This provides an opportunity for factual and fanciful information to be combined in a very motivating and educational format. Send your completed books to the publisher!

The Donner-Reed Story

Ask students to research and present the fascinating story of the Donner-Reed Party of 1846. Lead students in a discussion of the choices made at all stages of this wagon train and discuss whether other choices might have made a difference in the final outcome.



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"Mules are good swimmers unless they happen, by plunging off a high bank, to get water in their ears, when they are often drowned. Whenever a mule in the water drops his ears, it is a sure indication that he has water in them, and he should be taken out as soon as possible."

~ The Prairie Traveler
Capt. Randolph B. Marcy, 1859

10. The Whitman Massacre Trial of 1850: "Virtual-History" Talk Show

Over Those Blue Mountains
(Northeastern Oregon hardships - 40:53) Length: 3 minutes

A Tragic Couple
(The Whitman massacre - 43:55) Length: 6 1/2 minutes

Key Concepts

- The hardships of Northeastern Oregon and the Blue Mountains
- American Indian interaction with the emigrants
- "Natitite Tomonwit," the "Indian Law"
- The Whitman Massacre

Q&A Discussion Questions

1. Describe the difficulties the emigrants endured in Northeastern Oregon.
2. In what ways did the American Indians interact with the emigrants?
3. Explain the philosophy of the "Indian Law" or "Natitite Tomonwit."
4. Describe the causes, events, and results of the Whitman Massacre.

MH Lesson

1. Introduction. There are many interesting questions about the so-called "Whitman Massacre." Who really were the victims of the massacre—was it the 14 Americans, including Dr. and Mrs. Whitman, who were killed on Nov. 27, 1848, the five Cayuse who were hanged as a result of the possibly improper trial of 1850, and/or the entire Cayuse way of life, which changed completely as a result of the overland migration of the Oregon Trail?

The purpose of this "Virtual-History" Talk Show is to allow participants in the "Whitman Massacre," even though deceased and (of course) unable to tell their own stories, to have one last chance to do so in a Television Talk Show format, so that students will be able to more fully understand the complex issues of this event.

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2. **Preparation and Research.** After viewing "A Tragic Couple" from ***"In Search of the Oregon Trail,"*** assign students to research and role-play the Talk Show Guest roles. Provide the following brief sketches of each guest's point of view to help students begin their research. Either a skilled student or teacher may play the important role of Talk Show Host. The other students may be assigned as assistants to help the role-playing students research and then to participate as members of the audience who question the talk show guests, and provide their own opinion about what the guests say. (See Juggernaut, The Whitman Massacre Trial, 1850 by Ronald B. Lansing in the Resource List for more information.)

The kinds of questions the students should focus on are: Was justice done in the trial? Who was responsible for the "Whitman Massacre?" Is there any responsibility for the destruction of the Cayuse culture? What could have been done to prevent these events?

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Talk Show Guest Roles

Dr. Marcus Whitman, deceased

As one of the victims of the "Whitman Massacre," he was (of course!) unable to testify at the trial. If alive, he might have testifed that from 1834 to 1840 he had worked as a missionary to tend to the Cayuse medical and religious needs. But as emigrants began arriving on the Oregon Trail, more and more of his time had been spent providing hospitality, medicine, and spiritual comfort to the emigrants as they rested from the difficult Snake River and Blue Mountain crossings, and as they prepared for the final trek through the Columbia Gorge and Cascade Mountains to the Willamette Valley.

He said, "Our greatest work is... to aid the white settlement of this country and help... its religious institutions." He felt that the American Indians had not "obeyed the command to multiply and replenish the earth," and that they should not "stand in the way of others doing so."

Mrs. Narcissa Whitman, deceased

Mrs. Whitman was among the 14 killed at the "Whitman Massacre." If alive, she might have testified that it was difficult for a woman of her background to adapt to life with the Cayuse. The Cayuse considered her haughty and proud. She longed for civilized society and had nothing in common with the Cayuse, yet she believed very strongly in the importance of bringing Christianity and civilization to them.

Narcissa Whitman wrote the following in a letter to her sister: "Some among the Indians feel almost to blame us for telling them about eternal realities. One said it was good when they knew nothing but to hunt, eat, drink and sleep; now it is bad.... Of late my heart yearns over them more than usual. They feel so bad, disappointed, and some of them angry because my husband tells them that none of them are Christians; that they are all of them in the broad road to destruction....They try to persuade him not to talk such bad talk to them, as they say, but good talk, or tell some story, or history...."

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Chief Telokite, defendant

One of the five accused and the leader of the Waiilatpu band of the Cayuse. According to American judicial practice, the accused are not required to testify. If he had been called, he might have testified that he had helped Dr. Whitman many times over the years. Because of his good understanding of English, he had helped Dr. Whitman interpret and rehearse his sermons before he gave them to the Cayuse.

He might have testified that the Cayuse were concerned that Dr. Whitman was a poor "medicine man" and was the source of their illness and deaths. The Cayuse had tested the medical skills of Dr. Whitman by taking three Cayuse to him for treatment, 2 sick and 1 healthy. All three had died after being in Dr. Whitman's care. The Cayuse believed that it was important to kill the source of disease, which would explain the killings of the Whitmans at the Mission. In 1849 it was believed that there were 800 Cayuse, but in 1851, there were only about 120.

Isiaasheluckas, defendant

As one of the accused, Isiaasheluckas did not testify at the trial. If he had agreed to testify, he might have testified that the Cayuse were increasingly upset about the emigrants coming into the Cayuse's rich lands and taking their homes, the graves of their fathers, their rich hunting grounds and horse ranges. In 1843, approximately 800 *shuyapu* (literally the Cayuse word for "the people who wear high hats") came overland on the Oregon Trail; in 1844, 1200 came; in 1847, 4500 arrived. The Cayuse felt that Dr. Whitman was "aiding and abetting" the Americans in taking away the Cayuse lands.

Tomahas, defendant

As one of the accused, Tomahas did not testify. He might have testified that the reason the Cayuse themselves turned over the five defendants for trial, was actually their belief that they would only be witnesses, not the accused, at the trial. The Cayuse felt that the future good relations they wanted with the Americans depended on them cooperating with the trial. At the sentencing, Tomahas said, "So die we to save our people." At his execution, he said, "Wawko sixto wah, wawko sixto wah." This is interpreted to mean, "Now, friends, now friends." It was probably his way of saying that it would soon be over and that American Indians and emigrants could return to being friends.

Kiamasumkin, defendant

As one of the accused, Kiamasumkin did not testify at the trial. If he had agreed to testify, he might have testified that he had guided the 1846 wagon train sent by Marcus Whitman from his mission, and that he had helped many emigrants and made friends with them. He was at the Mission on the day of the murders, but that there was absolutely no evidence presented at the trial that he participated in the killings.

Clokomas, defendant

Clokomas did not testify at the trial. He might have testified that the sentence of hanging violated the beliefs of American Indians. They felt choking was no way to meet the Great Spirit. Whiplashing, cutting and spearing were more honorable ways to die.

Kintzing Pritchette, defense lawyer

As Secretary of the Oregon Territory, he was appointed to defend the Cayuse. He made many legal motions which were overruled by Judge Pratt. These included:

- a motion for a change of venue, "because [s]o great is the general desire ...of the people of Clackamas [county] to avenge themselves, that your petitioners have no hope of a fair trial... [and] fully believe that they will be put to death;"
- a motion for a lack of jurisdiction, because the "defendants were native born Indians...whose territory lyeth ... without [outside of] the limits of the Indian Country and...therefore not...subject to the jurisdiction of the Courts of the United States," but rather "subject to the laws and usages of the said Cayuse nation...they being free and independent;"

- a motion for "continuance of the cause," asking for more time to prepare the defense case and especially to call a Cayuse witness named Quishem who could testify about intentional poisonings done by Dr. Whitman;
- arguments about improper judge's instructions to the jury;
- motion for a new trial, because there had been no evidence presented that the crime had been committed within the Territory of Oregon or the jurisdiction of the court.

Mrs. Eliza Hall, witness

Testified that she had been living at the Whitman Mission for three months. Said she was in the Mansion House when she heard many guns. Said she saw Telokite strike Dr. Whitman three times with a hatchet—the blows falling on and about the doctor's face. They were in the backyard, about six feet from the door. She testified that she recognized Telokite even though the two houses were about one hundred forty yards apart and there were many obstructions (trees, buildings, and Cayuse) in between. She went to the Mission House where she helped Mrs. Whitman move Dr. Whitman to another room, and then she helped put Mrs. Whitman's wounded body on a settee in the Mission House.

Miss Elizabeth Sager, witness

Testified she was living at the Whitman Mission, and was 10 years old on Nov. 27, 1847. At the time of the trial, she had already lost two fathers, two mothers, and two brothers, since her natural parents had died on the Oregon Trail in 1844. She and her two brothers and four sisters were taken in by the Whitmans as orphans. She said she saw Dr. Whitman while his wound was being dressed by Mrs. Hall and Mrs. Whitman and she saw when Mrs. Whitman was shot. She also testified that she saw Dr. Whitman next morning dead. Also she saw Isiaasheluckas attack and shoot Mr. Saunders, and saw Mr. Saunders fall where his dead body was found next morning. She also testifed that she saw Clokamas the next day with a gun which he pointed at her sister, perhaps to tease her. Testified there were many sick and dying at the Mission and that Dr. Whitman gave medicine to the Cayuse.

Mrs. Lorinda Chapman, witness

Mrs. Chapman testified that she was sick in bed above the stairs at the Whitman's when she heard loud and angry talking in the kitchen and recognized the speaker's voice as that of Telokite. She heard guns and confusion and went down stairs, and saw Dr. Whitman wounded by a cut across the face. She started to go with Mrs. Whitman and Mr. Rogers to the Mansion House, but at the kitchen door Mr. Rogers and Mrs. Whitman were killed. While standing there, she saw four of the Cayuses, but not Telokite. Dr. Whitman was alive when she left. She saw the Cayuse rolling his dead body about next morning. Testified that there were many sick at the mission, and Dr. Whitman gave them medicine. Mrs. Chapman was taken captive by the Cayuse after the killings.

Mr. Josiah Osborn, witness

Testified that he was sick in Dr. Whitman's house on Nov. 27, 1847. He heard guns and went to the door and saw Mr. Kimble running and wounded. He retreated inside and through the window saw Tomahas chasing Mr. Saunders. While under the floor with his family, he heard murder going on. Testified that Dr. Whitman gave the same medicine to both Cayuse and Whites. He knew Dr. Whitman was an American citizen and remembered that Dr. Whitman was anxious about his safety, and spoke about this particularly in 1845.

Dr. Henry Spaulding, witness

Testified that he had spoken with Stickas, a Cayuse Indian, the day before the massacre, who had warned Dr. Spaulding and Dr. Whitman that bad Indians would kill them. The day after the massacre, he decided to leave the area and go back home to the Nez Perce country.

Dr. John McLoughlin, witness

Testified that he had warned Dr. Whitman of danger in 1840 and 1841, since the Cayuse tradition was to kill their own medicine men, if they were unsuccessful in curing illnesses. Testified that he had advised Dr. and Mrs. Whitman to move to Ft. Vancouver for two years and wait until the Cayuse missed their help and invited them to return to Waillatpu.

Talk Show Host

The teacher may prefer to take this role. The main purpose of the Talk Show Host is to moderate an orderly discussion of the Whitman Massacre Trial in the style of an energetic, but educational, television talk show.

Format of "Virtual-History" Talk Show

1. Introduction of the topic and moderator. Introduction of the Talk Show guests to the audience. Easily visible name tags will help to identify the guests.
2. Discussion of key questions about the topic. A good place to begin is with the question, "What really caused the Whitman Massacre?" The moderator should alternate between guests representing different sides of the question, with time allowed for comments to be made by the audience members and "devil's advocate" questions by the Talk Show Host.
3. Some other suggested questions include: Was justice done in the Whitman Massacre Trial? What can we learn from this event in history? What could have prevented this event?
4. Audience Polling and Debrief by all participants. Ask the students in the audience to vote on whether they believe justice was done in the Whitman Massacre Trial. Then debrief by discussing how the students felt about the polling results and the Talk Show format.

3. **Television Talk Show Airtime!** Encourage the Talk Show Guests to dress for their parts. If possible, videotape the "show" and arrange the room in Talk Show style. Inviting other classes and parents to participate as audience members is also recommended. Use the format above and encourage a lively exploration of the issues.

4. **Assessment.** To assess the students, ask them to write individual reaction papers explaining their personal point of view on the question: Could the Whitman Massacre have been prevented?

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Whitman Massacre Trial Related Activities

Oregon Trail Trivia Game

Ask students to report on topics related to the Oregon Trail. (Topics could include the buffalo, the Whitman Mission, American Indian groups, covered wagons, the Gold Rush, the Mormon Trail, etc.) Included with the report research should be the development of interesting trivia questions about their topics, to be put on 3 x 5 cards, and contributed toward the development of a class Oregon Trail Trivia Game.

Students can use their creativity to develop a game board (possibly in the shape of the Oregon Trail route), and plan where and when the trivia questions should be presented, and how scoring should be handled. Have an Oregon Trail Trivia Tournament to see how much students have learned about the Oregon Trail! Challenge other classes and parents to play too!

Research

Other missionaries serving in the Oregon Country include Jason Lee, Father Anthony Ravalli, Rev. Henry and Eliza Spaulding, Father Blanchet, and Father Demers. Assign students to research these missionaries and compare their successes and failures with those of the Whitmans.

Drama

Students may be interested to read some American Indian myths. Ask students to write scripts and act out plays that dramatize the legends. Develop these into bound and illustrated books to share with younger children. Or ask students to write their own legends to explain why the emigrants came into American Indian lands along the Oregon Trail, the origins of certain landmarks along the Oregon Trail (Chimney Rock, Independence Rock, the Dalles, the Snake River, etc.)

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11. American Indian Population: Analysis of Data

Here We Are At Last
(Arrival in Willamette Valley - 50:30) Length: 6 minutes

Neither Indian Nor White
(American title to Oregon, Dr. John McLoughlin - 56:55) Length: 6 minutes

This is Our Mother
(Territorial status, Indian Wars in Oregon - 1:03:00) Length: 8 minutes

Key Concepts

- Columbia River vs. Barlow Road routes
- Hardships of starting a new life
- British vs. American claims to Oregon
- Role of Dr. John McLoughlin
- Oregon Donation Land Act of 1850
- Indian Policy, the Treaty of 1855, and Wars in Oregon

Q&A Discussion Questions

1. List the pros and cons of taking the Columbia River and the Barlow Road routes.
2. List and explain the hardships that the emigrants experienced once they reached the end of the Oregon Trail.
3. Explain the ways in which the myth of "untouched" land in Oregon was false.
4. Which country do you think had the strongest claim to Oregon: Great Britain or the United States? List and prioritize the arguments for each claim.
5. What role did Dr. John McLoughlin play in "opening up Oregon?"
6. Explain the purpose and significance of the Oregon Donation Land Act. What were its short and long-term effects on the emigrants as well as on the American Indians?
7. Explain the purpose of the Treaty of 1855. What effect did this have on the American Indians and the Oregon settlers during the 19th century? In the 20th century?

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MH Lesson

1. **Video Segment Analysis.** Oregon's American Indian population was estimated at 45,000 when the first Euro-Americans arrived in Oregon. Ask students to analyze these two chapters of ***"In Search of the Oregon Trail"*** and list the causes of the decline in population. What could have been done to prevent this decline?

2. **Jigsaw/Chart Analysis.** Divide students into "Home Groups" of four and give each student one of the following charts to analyze and report on to the group. To prepare, students from the "Home Groups" will separate and work with students analyzing the same chart from other groups. They will then return to their "Home Group" to share the information from the charts.

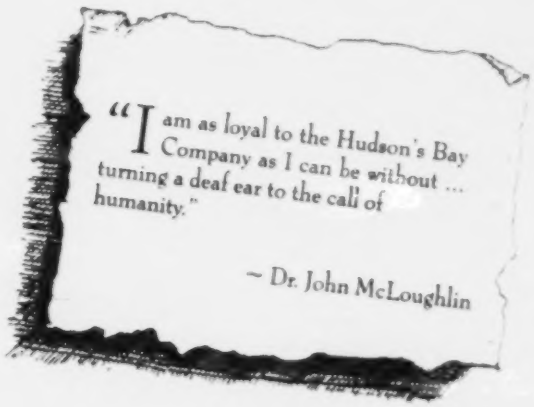
The students will analyze the 4 charts found in the Appendix:

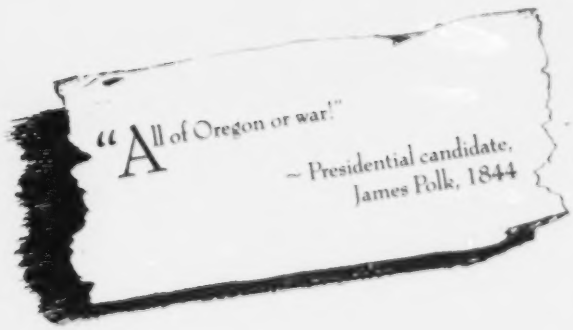
- Estimated Population of Oregon
- Key Events in Oregon Trail History
- Overland Emigration to Oregon, California, and Utah, 1840-1860
- Land Transfers

Together, the group will summarize what each chart shows, and then answer the following questions:

1. How were American Indians affected by the Oregon Trail?
2. What evidence can your group find to support your answer to number 1?

3. **Application to Local Community** Examine population data in your own state. Which key events in your state's history do you think had the greatest impact on the population of American Indians? Why? How are the events similar or different from those of Oregon? Develop a visual (graph, chart or timeline) to show the relationship between events in your state's history and population. Write a summary paragraph to explain the results.





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American Indian Population Related Activities

MD H Debate

Many people could not afford the toll charged by Samuel Barlow after he developed his overland route around Mt. Hood to the Willamette Valley, and were forced to take the extremely dangerous Columbia River raft trip. Divide the class into two groups of "emigrants" to debate the question: Should Sam Barlow be held responsible for the deaths of emigrants who drown in the Columbia River? The teacher could play the part of television interviewer, who asks the students (with microphone in hand) to explain their viewpoints on this question.

Other questions that could be discussed include whether the Barlow Road should have been "nationalized" by the Territorial Government and operated free, whether the emigrants' experiences show that the Barlow Road was actually as dangerous as the Columbia River, whether the toll charged by Sam Barlow was the equivalent of extortion after so many hard months on the Oregon Trail, whether Sam Barlow was actually a hero in helping the emigrants avoid the dangers of the Columbia River route, etc.

MD H Research

Was Dr. John McLoughlin a traitor or a hero? His job responsibilities were to squeeze Americans out of the Fur Trade, establish Great Britain's claim to all of Oregon, and keep peace with the American Indians. Ask students to research the life of Dr. McLoughlin and list those actions which show that he was a loyal British citizen and employee of the Hudson's Bay Company and those actions which show that he was a pro-American sympathizer.

MD H Letter Writing

As if it were 1845, ask students to write a letter to President James Polk explaining what they think he should do about the Oregon boundary question: where he should set the boundary between Great Britain and the U.S. and why, and whether it would be a good expenditure of United States tax money to defend it. Compare letters and ask students to select the reasons which they think are the most and least persuasive for each point of view.

E MD Speech

Ask students to write speeches like one Joe Meek might have made to President Polk, explaining why Oregon should be made a territory, as well as explaining the opposite point of view. How would territorial status help the United States as well as help Oregon? What problems would be created with the granting of territorial status to Oregon? Videotape the students delivering the speeches.

H Debate

Research and debate the pros and cons of the U.S. Government's Indian policy, including the US-Indian treaties of the 1850s, moving American Indians to reservations, the Indian Allotment or Dawes Act of 1887, the Indian Reorganization Act of 1934, the Termination Acts of the 1950s, the Reinstatement of Tribal Rights, etc. What effect did these policies have on the history of local American Indians?

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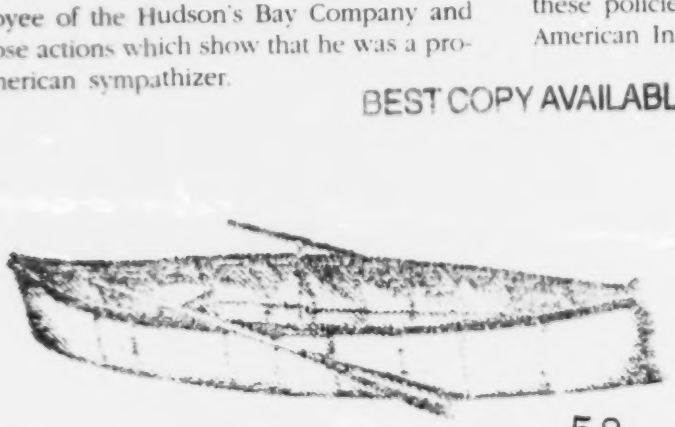

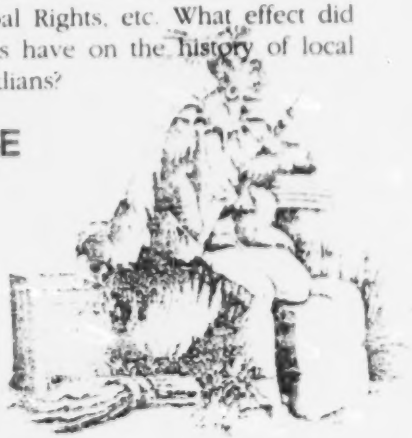

E M H Ethnic Studies Research

The history of the Oregon Trail is the history of many ethnic groups who either lived along the trail, explored the trail or participated in the trail experience. Research the contributions of Hispanics, Chinese, Japanese, Hawaiians, and African-Americans, including:

- Marcus Lopez, who was involved with Capt. Robert Gray's 1777-78 voyage,
- Ben York, a member of the Lewis and Clark Expedition of 1804-06,
- Moses Harris, a legendary trapper, trader, scout, and guide in the 1820s and 1830s,
- Edward Rose and Francoise Duchouquette, who were involved in Wilson Price Hunt's overland expedition to Astoria in 1811, and
- Jacob Dodson, a free black pathfinder and cowboy.

"The earth was created by the assistance of the sun, and it should be left as it was...the country was made without lines of demarcation, and it is no man's business to divide it....I see the whites all over the country gaining wealth, and see their desire to give us lands which are worthless...the earth and myself are of one mind. The measure of the land and the measure of our bodies are the same... The one who has the right to dispose of (the land) is the one who has created it. I claim a right to live on my land, and accord you the privilege to live on yours."

~ Hinmahtooyahlatkekht, Chief Joseph the Younger

"I hate you. I hate all the white people. You are thieves and liars. You have taken away our land and made us outcasts."

~ Chief Sitting Bull, 1883

"In the treaty councils, the commissioners have claimed that our country has been sold to the government. Suppose a white man should come to me and say, 'Joseph, I like your horses, and I want to buy them.'

"I say to him, 'No, my horses suit me, I will not sell them.'

"Then he goes to my neighbor and says to him, 'Joseph has some good horses. I want to buy them but he refuses to sell.'

"My neighbor answers, 'Pay me the money and I will sell you Joseph's horses.'

"The white man returns to me and says, 'Joseph, I have bought your horses and you must let me have them.'

"If we sold our lands to the government, that is the way they were bought."

~ Hinmahtooyahlatkekht, Chief Joseph the Younger

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12. Oregon Trail Museum

Let's Talk About the Good Things
(Early years in Oregon, Oregon Pioneer Association - 1:11:20)
Length: 5 minutes

The Shadows As Well As The Light
(Building the trail myth, current interpretations - 1:16:36) Length: 7 minutes

Key Concepts

- Remembering the past
- Oregon Pioneer Association
- Ezra Meeker
- Transcontinental Railroad and the end of the overland trail to the west
- Effects of Oregon Trail myths and the need for the true story to be told

An Oregon Trail emigrant named Octavius Howe described his memories of the journey this way:

"Those who crossed the plains...never forgot the ungratified thirst, the intense heat and bitter cold, the craving hunger and utter physical exhaustion of the trail, and rude crosses which marked the last resting place of loved companions. But there was another side. Neither would they ever forget the level prairie, covered with lush grass...the glorious sunrise in the mountains; the campfire of buffalo chips at night, the last pipe before bedtime and the pure sweet air of the desert. True they had suffered, but the satisfaction of deeds accomplished and difficulties overcome more than compensated and made the overland passage a thing never to be forgotten."

Q&A Discussion Questions

1. List some of the positive things and some of the problems of the early years in Oregon.
2. What was the purpose of the Oregon Pioneer Association? What effect did it have on the development of the Oregon Trail myths? Why did the members of the Oregon Pioneer Association only want to remember the "good times?"
3. What effect did Ezra Meeker and Hollywood movies have on the development of the Oregon Trail myths?
4. Discuss whether you agree or disagree with the statement made by historian Patricia Limerick in the video. Why the Oregon Trail myths happened "is that there was such a tremendous American need to feel justified in the conquest. To make it look that the Indians attacked us; we're not the invaders, we're not the conquerors. The Indians were so cruel and so mean that we had to defend ourselves."

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Lesson

1. **Remembering the Oregon Trail.** As a class, work together to develop a student museum devoted to the Oregon Trail. Decide on the types of museum exhibits and interpretive activities to present the viewpoints of both American Indians and emigrants. Use the following timeline to develop the museum:

   A. Define museum goals

   B. Brainstorm exhibit possibilities

   C. Select and balance exhibits in terms of content, format, and size

   D. Develop exhibits

   E. Field test and refine exhibits

   F. Open museum to public.

   Students may create interactive exhibits, paper-mache artifacts, facsimiles, models, computer programs, videotapes of role-played Oregon Trail scenarios, passports to the exhibits, written activities for visitors to complete at the museum, etc.

2. **Grand Opening/Assessment.** Students should work as docents (in period attire, if possible) to help visitors (parents, other classes, school board members, and community members) learn at the museum.

Related Activities

Simulation

Simulate a meeting of the Oregon Pioneer Association in 1873. Ask your students to research and prepare to tell their Oregon Trail experiences, as well as tell about their times in early Oregon. Organize your "campfire" to include food, songs, illustrations, and reminiscences. Will your meeting consist of remembrances of the "good times" only, or include the "bad times?"

Research

Advanced students might be interested in researching Oregon's Constitutional Convention of August-November 1857 to examine the debates about the rights of minority groups, including American Indians, African-Americans, Chinese, and women. (For example, the Constitution disqualified African-Americans and Chinese from voting, rejected the right to own slaves, and approved a proposal to exclude free African-Americans and "mulattoes" from the Oregon Territory.)

What values did these decisions represent? In what way did these decisions represent the values of the Oregon Trail? What effect did these decisions have on the later history and culture of minority groups in Oregon? Compare with other states. Are their histories similar (or different) in the granting of rights to minority groups?

Postcards

Ask the students to develop a series of postcards illustrating a part of the Oregon Trail and including a message describing a key experience or event that emigrants would have faced there. These can be giant-sized or on 5 x 7 inch index cards. "Postmark" them with an appropriate date and display them along the school hall for others to enjoy.

Drama

Write and present an "Oregon Trail Pageant," complete with music and plot to tell the story of the Oregon Trail. Present your pageant to the public.

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APPENDIX

- Handout 1: Steps to Success on the Oregon Trail
- Oregon Trail Elevation Map
- Trails West: Map of the Oregon Trail, California Trail, & the Mormon Trail
- Trails West: Outline Map
- Estimated Population of Oregon
- Key Dates on the Oregon Trail
- Overland Emigrations to Oregon, California, & Utah 1840-60
- Land Transfers, 1775–1819
- Land Transfers, 1820–1864
- Land Transfers, 1865–1987
- Provisions for the Oregon Trail
- National Content Standards
- Resources for Teaching About the Oregon Trail

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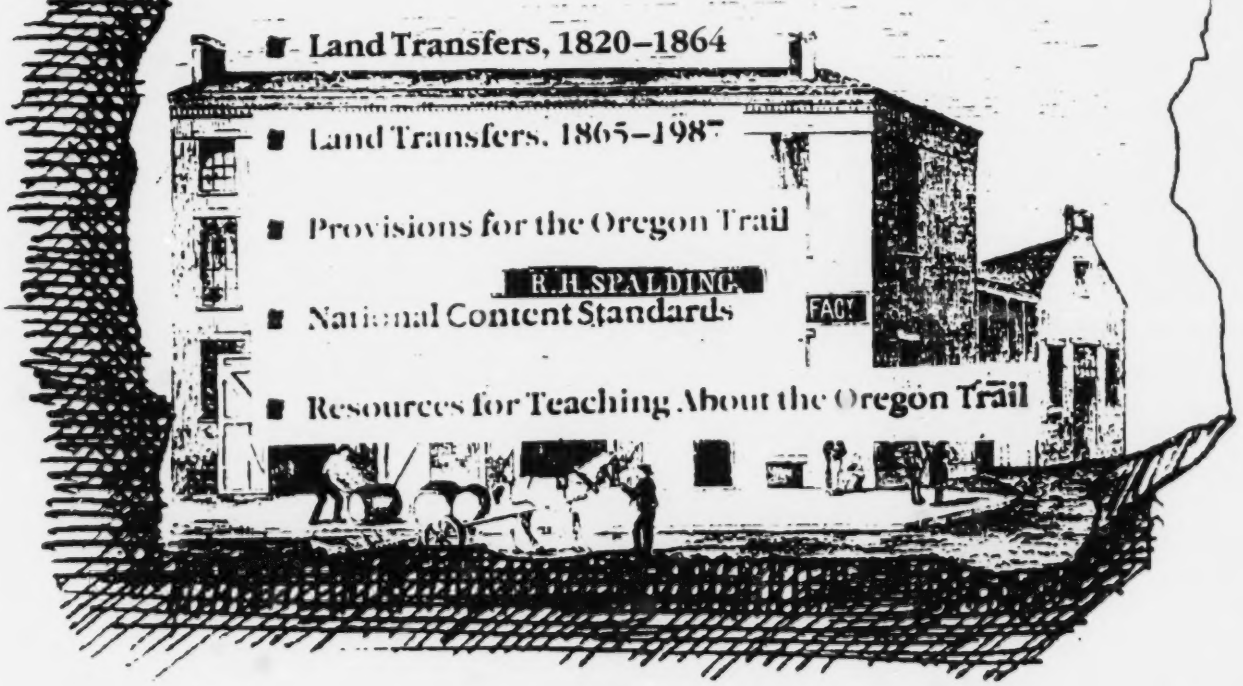

Handout 1: Steps to Success on the Oregon Trail

1. Measure the distance in inches you travel in one stride or footstep: _____ inches

2. If the distance around the base of Chimney Rock is 10,040 footsteps, use the length of one of your footsteps to calculate this distance in inches: _____ inches

3. Convert this distance to feet: _____ feet

4. Convert this distance to miles: _____ miles

5. Using a highway map, find out how many miles it is between St. Louis, Missouri and Oregon City, Oregon: _____ miles

6. Most of the Oregon Trail emigrants walked the entire distance of the Oregon Trail. Using your length of footstep, calculate how many footsteps it would take you to travel the entire Oregon Trail distance: _____ steps

7. Pretend like your feet can talk. What would your feet say about the Oregon Trail after traveling the entire distance? Write a poem, song (to the tune of a familiar melody) or short paragraph in the footstep outline. Be creative!

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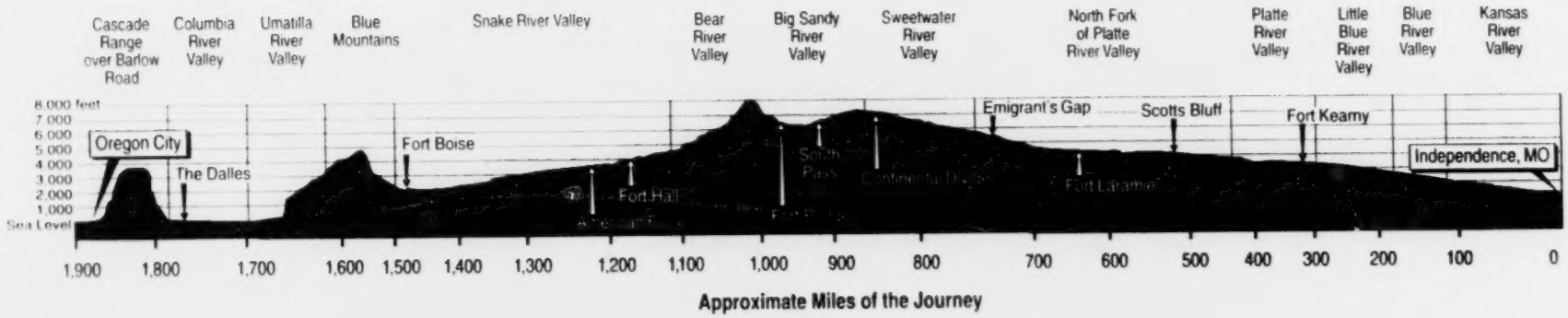
Oregon Trail Elevation Map

This chart shows the changes in elevation travelers encountered on the Oregon Trail.



Graphics by Kevin Hendrickson and Steve Cowden of The Oregonian staff

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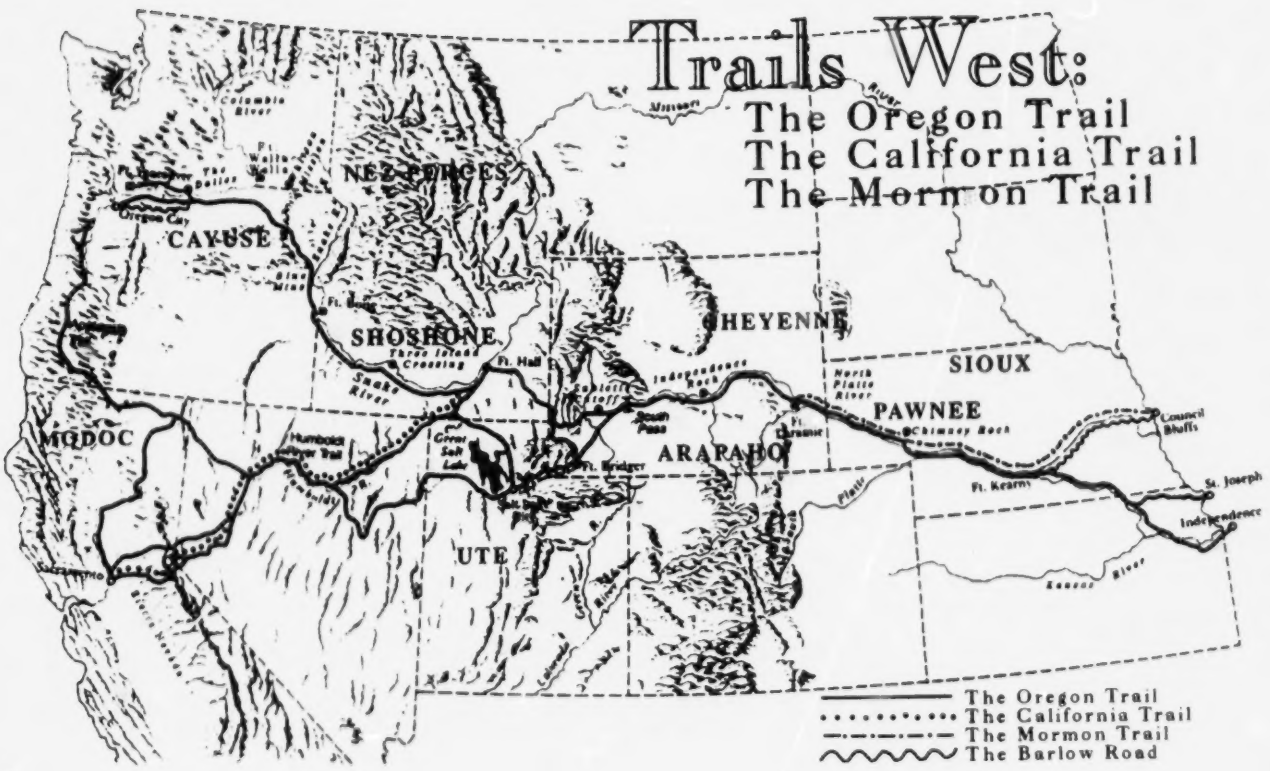
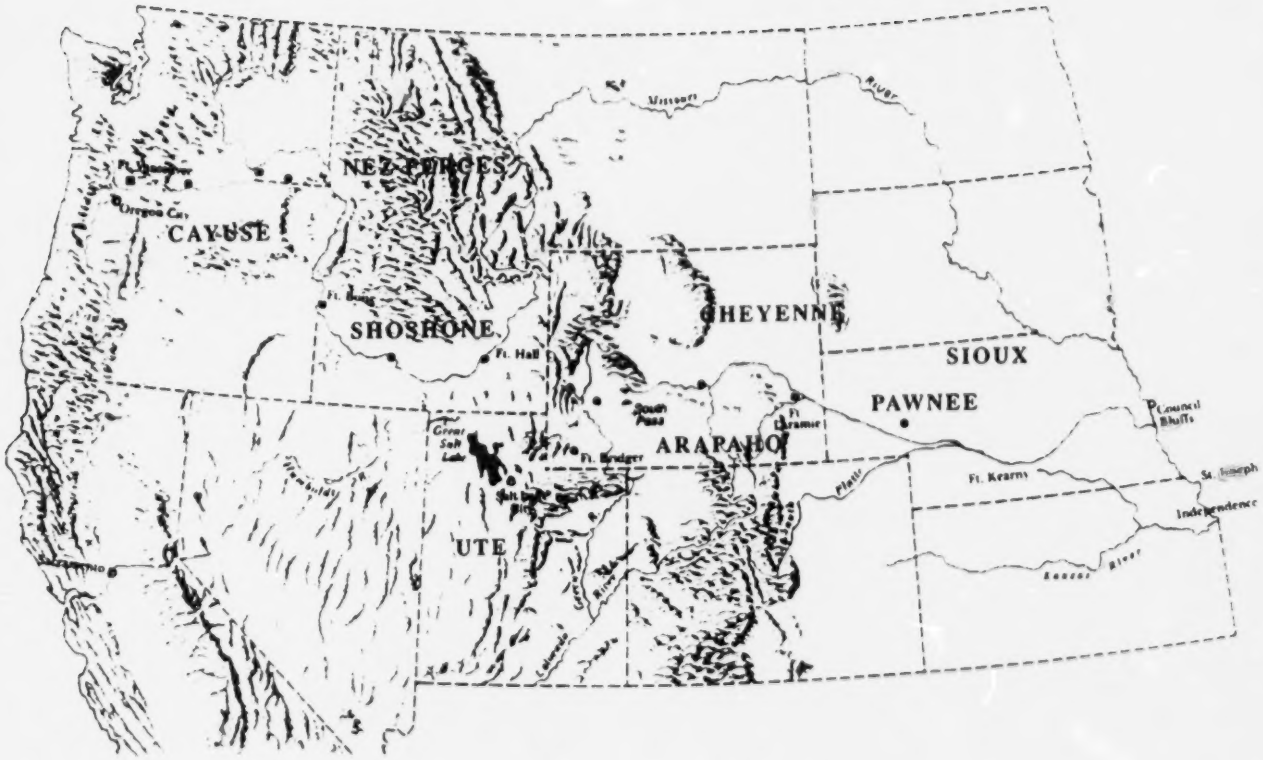
Trails West: Map of the Oregon Trail, California Trail, & the Mormon Trail



Trails West: Outline Map



Estimated Population of Oregon

Date	American Indian population of Oregon	Non-Indian population of Oregon
1805	45,000	0
1841	8,000	800
1845		2,100
1850		13,000
1860		52,000
1870	7,393	91,000
1880		175,000
1890	4,800	414,000
1900	4,500	673,000

Key Dates on the Oregon Trail

40,000-10,000 yrs. ago	▮ First Americans come to Oregon from Asia
1804-06	▮ Lewis and Clark Expedition
1812	▮ Oregon Joint Occupation Treaty-US and Great Britain
1824	▮ Hudson's Bay Company opens Fort Vancouver
1836	▮ Whitmans establish Waiilatpu Mission among Cayuse
1837	▮ Economic depression in United States
1843	▮ Organized wagon trains travel on the Oregon Trail
1844	▮ James Polk's campaign slogan: "All of Oregon or War!"
1845	▮ Manifest Destiny policy ▮ Mormon Trail to Utah ▮ Opening of Barlow Road
1846	▮ Donner Party ▮ Oregon Country divided between Britain and U.S.
1847	▮ Whitman Massacre
1848	▮ Oregon made U.S. Territory ▮ Gold discovered in California
1850	▮ Oregon Donation Land Act
1851	▮ Horse Creek Treaty
1853	▮ Washington separated from Oregon Territory

Key Dates on the Oregon Trail Continued...

1854	▮ Mormon Cow Incident
1855	▮ Harney's Retaliation at Blue Water Creek ▮ Treaty Council with tribes of Interior Northwest, 45,000 sq. miles of Indian land given to United States
1856	▮ Mormon Handcart Brigade
1857	▮ Oregon Constitutional Convention
1859	▮ Oregon becomes 33rd State
1860-1865	▮ American Civil War
1869	▮ Completion of Transcontinental Railroad
1873	▮ First Oregon Pioneer Association meeting
1877	▮ Nez Perce surrender to the U.S. Army
1890	▮ Wounded Knee Incident
1899	▮ All American Indian tribes in Oregon are on reservations
1906	▮ Ezra Meeker goes East to raise funds to commemorate the Oregon Trail

Overland Emigrations to Oregon, California, & Utah 1840-60

Year	Oregon	California	Yearly West Coast Total	Cumulative West Coast Total	Utah	Grand Total
1840	13	—	13	13	—	13
1841	24	34	58	71	—	71
1842	125	—	125	196	—	196
1843	875	38	913	1,109	—	1,109
1844	1,475	53	1,528	2,637	—	2,637
1845	2,500	260	2,760	5,397	—	5,397
1846	1,200	1,500	2,700	8,097	—	8,097
1847	4,000	450	4,450	12,547	2,200	14,747
1848	1,300	400	1,700	14,247	2,400	18,847
1849	450	25,000	25,450	39,697	1,500	45,797
1850	6,000	44,000	50,000	89,697	2,500	98,297
1851	3,600	1,100	4,700	94,397	1,500	104,497
1852	10,000	50,000	60,000	154,397	10,000	174,497
1853	7,500	20,000	27,500	181,897	8,000	209,997
1854	6,000	12,000	18,000	199,897	3,167	231,164
1855	500	1,500	2,000	201,897	4,684	237,848
1856	1,000	8,000	9,000	210,897	2,400	249,248
1857	1,500	4,000	5,500	216,397	1,300	256,048
1858	1,500	6,000	7,500	223,897	150	263,698
1859	2,000	17,000	19,000	242,897	1,431	284,129
1860	1,500	9,000	10,500	253,397	1,630	296,259
Grand Totals						
1840-60	**53,062**	**200,335**	**253,397**	**253,397**	**42,862**	**296,259**

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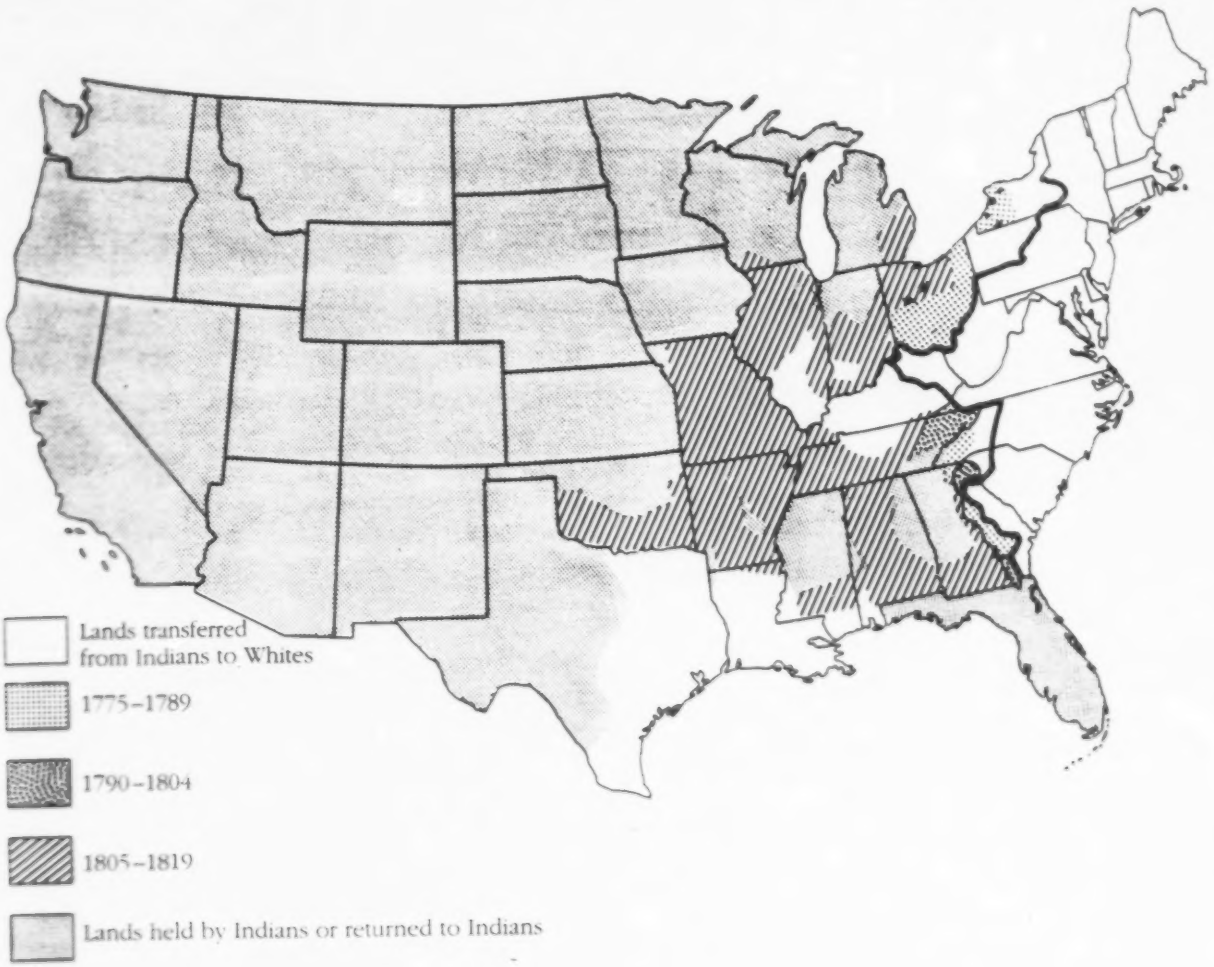
Credit to: John D. Unruh, Jr. The Plains Across: The Overland Emigrants and the Trans-Mississippi West, 1840-60. Urbana: University of Illinois Press, 1979, pages 119-120.

Land Transfers, 1775-1819

Lands transferred from Indians to Whites include: those formally ceded by ratified treaty or agreement; those obtained by purchase; those taken by unratified treaty or agreement; and those expropriated, without any Indian consultation, by executive order, act of Congress, order of the secretary of the interior, or private seizure. Note that many transfers reoccur due to overlapping tribal claims or due to Indian tribes that had relocated on already ceded land later ceding portions so that still other Indian tribes could relocate there (especially in Oklahoma). Lands returned to Indians include those retroceded as reservations by one of the following: ratified or unratified treaty or agreement, executive order, act of Congress, or order of the secretary of the interior.


Lands transferred from Indians to Whites
1775–1789
1790–1804
1805–1819
Lands held by Indians or returned to Indians
Indian Boundary Line of 1768 (fully sanctioned by 1775)

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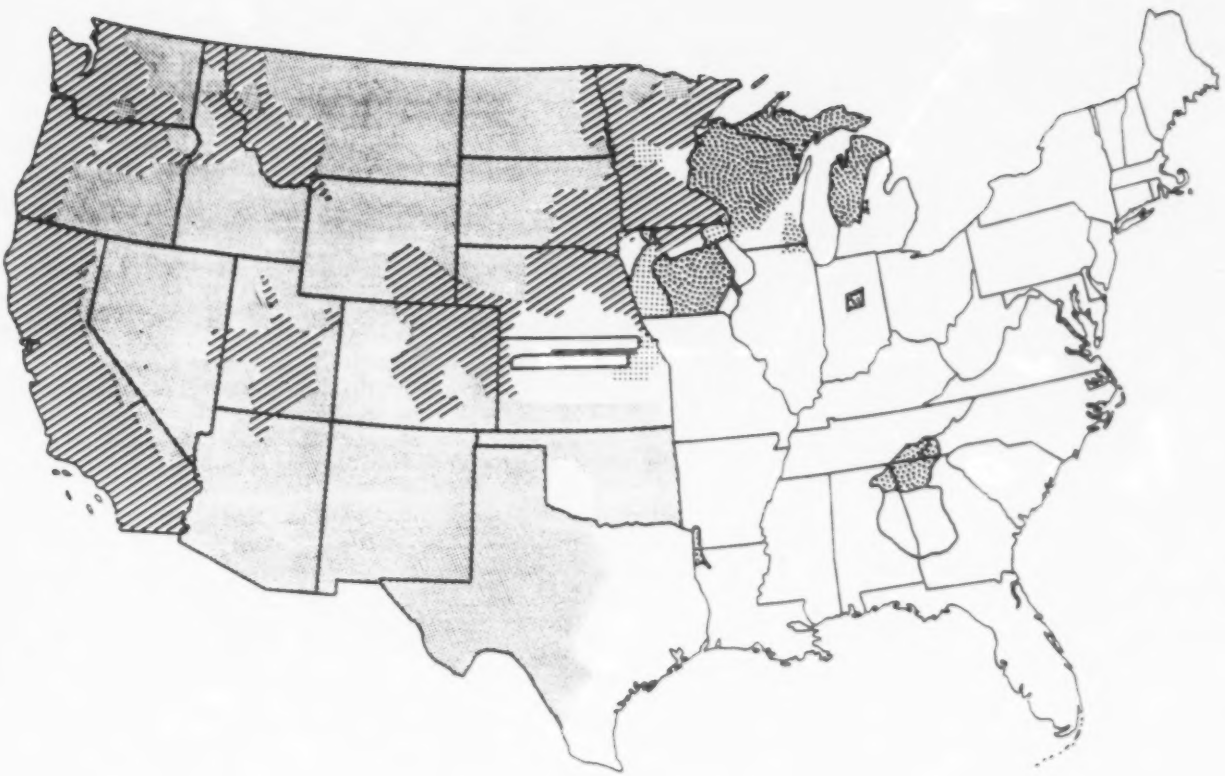
Land Transfers, 1820-1864



Lands transferred
from Indians to Whites

1820–1834

1835–1849

1850–1864

Lands held by Indians or returned to Indians

73

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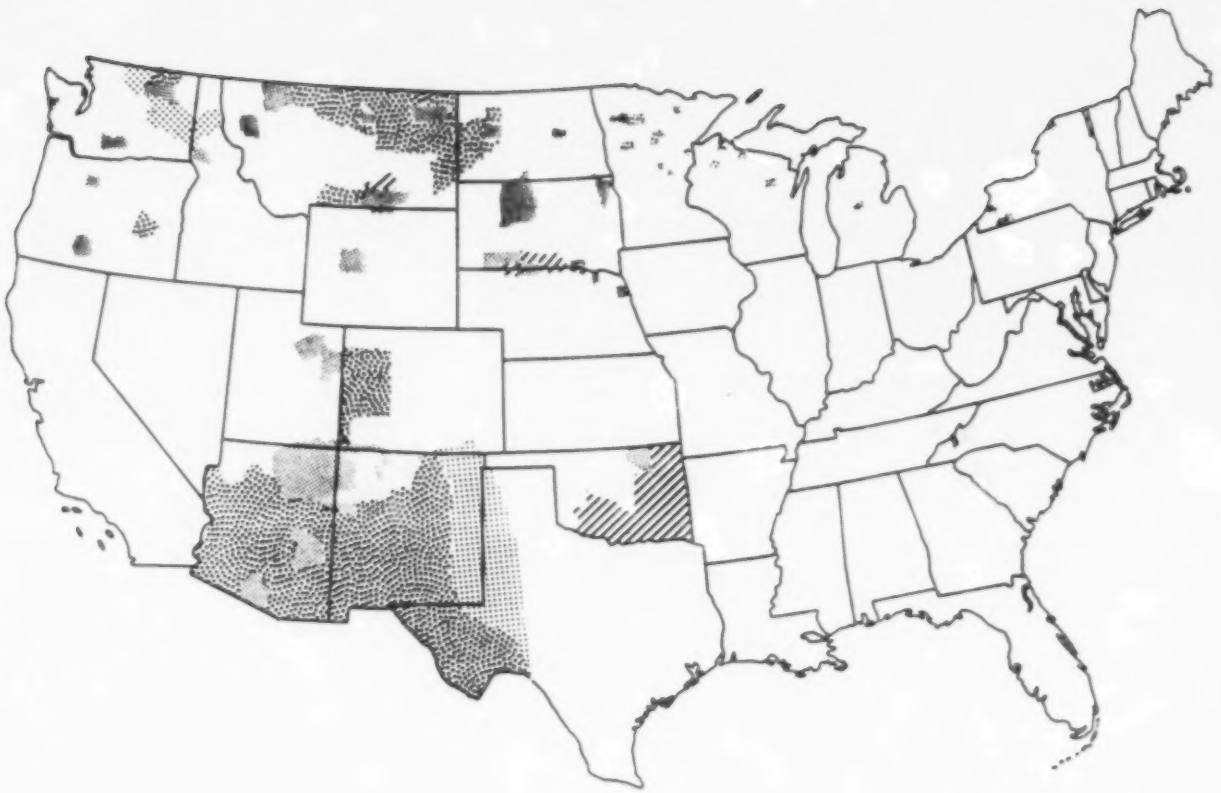
Land Transfers, 1865-1987



Lands transferred from Indians to Whites

1865–1879

1880–1894

1895–1987

Lands held by Indians or returned to Indians

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PROVISIONS
for the Oregon Trail

Clothing

Clothing - 2 changes
Flannel Underclothing
Shoes
Sunbonnets
Cowhide Boots
Hats
Heavy Wraps for Mountains
Extra Walking Shoes
Cotton & Wool Socks
Cotton & Wool Underwear

Cooking Equipment

Cooking Utensils
Dutch Oven
Tin Plates & Cups
Water Keg
Sheet Iron Stove
Coffee Pot
Wooden Bowls & Spoons
Water & Milk Buckets
Bailer
Churn-2
Wrought Iron Camp Kettle - 2
Wrought Iron Baking Pans
Tin Cans

Food for One Adult

Flour- 200 lbs.
Bacon- 75 lbs.
Pilot Bread - 30 lbs.
Rice - 10 lbs.
Coffee - 5 lbs.
Tea - 2 lbs.
Sugar - 25 lbs.
Dried Beans - 1/2 bushel
Dried Fruit - 1 bushel
Salt - 10 lbs.
Corn Meal - 10 lbs.
Ground Corn - 12 lbs.
Vinegar - small keg
Whiskey
Bran
Dried Vegetables
Citric Acid

Weapons

Gun - 1 or more
Powder - 3 lbs.
Lead - 12 lbs.
Caps (flints) - 1000

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Household Goods

Cloth

School Books

Bags

Medicine & Medicine Cabinet

Paper

Feather Mattress

Candles

Furniture

Linen & Muslin

Money

Blankets - 2 per person

Quilt - 1 per person

Pillow - 1 per person

Ground Cloths - 1 per person

Soap

Sewing Supplies

Beeswax

Buttons

Pins

Thimbles

Washboard

Animals

Mares - 3

Milk Cows - 3

Oxen - 4 to 6

Sheep

Goats

Chickens

Horses

Tools & Equipment

Oxbows - 3 or 4

Screws - 3 dozen

Tacks - 8 - 10 oz.

Shingle Nails - 2 lbs.

Saw

Hammer

Axe

Spade

Augers

Wrench

Screwdriver

Pocket Knives - 2

Blacksmith Tools

Wide Belts (Bullet Pouches)

Bull Whip

Horse Gear

Ox & Horse Shoes

Tar Bucket

Wagon Tongues

Spokes

Axles

Wheels

Anvil

Grinding Stone

Plow Molds

Rope

Seed

Looms

Metal

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National Content Standards

The lessons and classroom activities developed in this Curriculum Guide for "In Search of the Oregon Trail" specifically address a number of the National Content Standards as outlined below. However other Content Standards could be targeted by adapting the activities to meet other goals.

History Content:

Grades K-4:

TOPIC 3: The History of the U.S.: Democratic principles and values and the people from many cultures who contributed to its cultural, economic and political heritage.

Standard 5: The cause and nature of various movements of large groups of people into and within the United States, now and long ago.

Grades 5-12:

ERA 4: Standard l: U.S. territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans.

ERA 4: Standard 2: How the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions.

History Skills:

K-12: Historical analysis and interpretation

The student will be able to:

- Compare different stories about a historical figure, era, or event and analyze the different portrayals or perspectives they present;
- Consider multiple perspectives in the records of human experience by demonstrating how their differing motives, beliefs, interests, hopes, and fears influenced individual and group behaviors; and
- Hypothesize the influence of the past, including both the limitations and opportunities made possible by past decisions.

K-12: Historical issues-analysis and decision-making

The student will be able to:

- Formulate a position or course of action on an issue by identifying the nature of the problem, analyzing the underlying factors contributing to the problem, and choosing a plausible solution from a choice of carefully evaluated options.

Geography:

The student will be able to:

- Read, interpret and make maps, charts and graphs to explain spatial relationships.
- Identify the physical and cultural characteristics of places and regions and how they change through time.
- Describe the distribution and migration of human populations, ideas and products, and predict future trends.
- Explain how humans and the physical environment impact and influence each other.

Civics and Government:

The student will be able to:

- Understand and apply knowledge about governmental and political systems, and the rights and responsibilities of citizens.

Economics:

The student will be able to:

- Analyze a historical economic condition, identifying the decision-makers, possible solutions, and consequences of actions.

Language Arts:

The student will be able to:

- **Writing:** Use a variety of modes (e.g., descriptive, narrative, expository, persuasive, and imaginative) and written forms (e.g., journals, essays, short stories, poems, research papers) to express ideas and multiple media to create projects, presentations and publications.
- **Speaking and Listening:** Speak effectively for a variety of audiences and purposes and listen effectively to gather information; communicate knowledge of the topic, including relevant examples, facts, anecdotes and details; and structure information in logical sequence, making connections and transitions among ideas, sentences and paragraphs.

Science:

The student will be able to:

- Understand the structure, functions and interactions of living organisms and the environment.

Math:

The student will be able to:

- Develop and use formulas and procedures to solve problems involving measurement.
- Read and interpret displays of data (e.g., charts, tables, graphs, statistics) using appropriate techniques and technologies.

Media and Technology:

The student will be able to:

- Use a variety of media and technology to obtain and communicate information.
- Evaluate significance and accuracy of information and ideas presented in written, oral and visual communications.

Resources for Teaching About the Oregon Trail

Books for Students

Applegate, Jesse. Ed. by Joseph Schafer. A Day With The Cow Column in 1843 and Recollections of My Boyhood. Chicago: The Caxton Club, 1934. (Grades 8-adult, classic in Oregon Trail literature.)

Blumberg, Rhoda. The Incredible Journey of Lewis and Clark. New York: Beech Tree, 1987. (Grades 8-adult.)

Bruchac, Joseph. Native American Animal Stories. Golden, Colorado: Fulcrum Publishing, 1992. (Grades 4-8.)

Bruchac, Joseph and Ross, Gayle. The Story of the Milky Way, A Cherokee Tale. New York: Dial Books for Young Readers, 1995. (Grades 4-8, with beautiful illustrations.)

Butruille, Susan. Women's Voices from the Oregon Trail: The Times That Tried Women's Souls; and a Guide to Women's History Along the Oregon Trail. Boise, Idaho: Tamarack Books, 1993. (Grades 8-12. Text is from women's diaries, songs, history, and poetry.)

Carter, Forrest. The Education of Little Tree. Albuquerque: University of New Mexico Press, 1989. (Grades 8-12 and teacher resource about the Trail of Tears, the removal of the Cherokees from Georgia in 1838-1839.)

Ciment, James. Encyclopedia of the North American Indian. New York: Scholastic, 1996. (Grades 4-adult.)

• Clark, Ella E. Indian Legends from the Northern Rockies. Norman, Oklahoma: University of Oklahoma Press, 1988. (Grades 8-adult. Legends from Nez Perc'es, Flatheads, Kalispels, Coeur d'Alenes, Kutenais, Shoshonis, Bannocks, Arapahoes, Gros Ventres, Crows, Blackfeet, Assiniboines, and Sioux.)

Cobb, Mary. The Quilt Block History of Pioneer Days. Brookfield, Connecticut: The Millbrook Press, 1995. (Grades 4-8.)

Coerr, Eleanor. Josefina Story Quilt. New York: Harper and Row, 1986. (Grades 1-4. Tells the story of a young girl who makes a patchwork quilt chronicling her experiences on the California Trail in 1850.)

Coffman, Lloyd W. Blazing a Wagon Trail to Oregon. Enterprise, Oregon: Echo Books, 1993. (A weekly chronicle of the Great Migration of 1843 with diary excerpts, explanations and maps for each week's experiences. High School.)

• Deloria, Ella Carr. Dakota Texts. Vermillion, South Dakota: University of South Dakota, 1993. (Grades 8-adult. Traditional Sioux tales gathered directly from elders of Standing Rock, Pine Ridge and Rosebud reservations.)

Erdoes, Richard and Ortiz, Alfonso. American Indian Myths and Legends. New York: Pantheon Fairyland and Folklore Library, 1988. (Large collection of myths and legends. Grades 4-12 and Teacher Resource.)

Erickson, Paul. Daily Life in a Covered Wagon. Washington, D.C.: The Preservation Press, 1994. (Grades 4-12.)

Fisher, Leonard Everett. The Oregon Trail. New York: Holiday House, 1990. (Grades 4-12.)

Frey, Rodney. Stories That Make the World: Oral Literature of the Indian People of the Inland Northwest. Norman, Oklahoma: University of Oklahoma Press, 1996. (Grades 8-adult. A collection of oral literature as told by Native storytellers from Washington, Idaho, and Montana.)

Greenberg, Judith E. and McKeever, Helen Carey. A Pioneer Woman's Memoir. New York: Franklin Watts, 1995. (Based on the journal of Arabella Clements Fulton, a Southern twenty-year old, who traveled to the Oregon Country in 1864. High School.)

Harris, Edward D. John Charles Fremont and the Great Western Reconnaissance. New York: Chelsea House Publishers, 1990. (Grades 4-high school.)

Hill, William E. The Oregon Trail Yesterday and Today. Caldwell, Idaho: Caxton Press, 1987. (Grades 4-high school.)

Horn, Huston. The Pioneers. New York: Time-Life Books, 1974. (Beautiful photographs and complete narration mark this as a classic about the Old West. High School and teacher resource.)

Knight, Amelia Stewart, adapted by Lillian Schlissel. The Way West, Journal of a Pioneer Woman. New York: Simon and Schuster Books for Young Readers, 1993. (High school and teacher resource.)

Kudlinski, Kathleen V. Facing West, A Story of the Oregon Trail. New York: Puffin Books, 1994. (Grades 4-8.)

Lansing, Ronald B. Juggernaut, The Whitman Massacre Trial, 1850. Pasadena, California: Ninth Judicial Circuit Historical Society, 1993. (High school and teacher resource. Narrative account of the murder trial of the Cayuse accused in the Whitman Massacre.)

Laurgaard, Rachel Kelley. Patty Reed's Doll. Caldwell, Idaho: The Caxton Printers, 1961. (This older book shares the 1846 Donner Party experience from the viewpoint of a doll. Grade 4.)

Lavender, David. Snowbound, The Tragic Story of the Donner Party. New York: Holiday House, 1996. (Grades 8-adult.)

Levine, Ellen. If You Traveled West in a Covered Wagon. New York: Scholastic, Inc., 1992. (Grades 4-8.)

Marcy, Randolph B. The Prairie Traveler. New York: Perigee Books, The Berkley Publishing Group, 1859. (Written by a captain in the United States Army in 1859, this guidebook was used by many emigrants traveling in the west. It gives all sorts of advice from fording rivers to treating rattlesnake bites. Grades 8-high school.)

Martin, Cy. The Saga of the Buffalo. New York: Hart Publishing Company, Inc., 1973. (Grades 8-12 and teacher resource about this fascinating animal.)

McDermott, Gerald. Raven, A Trickster Tale from the Northwest. San Diego: Harcourt/ Brace, 1993. (This beautifully illustrated book tells the famous Native American legend about Raven. Grades 1-8.)

• McLaughlin, Marie. Myths and Legends of the Sioux. Lincoln, Nebraska: University of Nebraska Press, 1990. (Grades 8-adult. A Collection of thirty-eight Sioux legends that are rich in humor, animal lore, and other worldly encounters.)

O'Neill, Laurie A. Wounded Knee, The Death of a Dream. Brookfield, Connecticut, The Millbrook Press, 1993. (Grades 4-high school.)

Raphael, Elaine and Bolognese, Don. Sacajawea, The Journey West. New York: Drawing America Series, Scholastic Inc., 1994. (Grades 4-8.)

Sager, Catherine. Across the Plains in 1844. Fairfield, Oregon: Ye Galleon Press, 1989. (Grades 8-adult, true story of the Sagers.)

Smith, Philip, Ed. Favorite North American Indian Legends. New York: Dover Publications, Inc., 1994. (Grades 4-adult.)

Steber, Rick. Oregon Trail, Last of Pioneers. Prineville, OR: Bonanza, 1993. (Grades 4-12. Collection of first-hand accounts from interviews with nineteen of the last living pioneers.)

Steedman, Scott. A Frontier Fort on the Oregon Trail. New York: Peter Bedrick Books, 1993. (Grades 4-12.)

Unruh, John D., Jr. The Plains Across: the Overland Emigrants and the Trans-Mississippi West, 1840-60. Urbana: University of Illinois Press, 1979. (High School and teacher resources.)

Webber, Bert. Indians Along the Oregon Trail, The Tribes of Nebraska, Wyoming, Idaho, Oregon and Washington Identified. Medford, OR: Webb Research Group, 1989. (Grades 4-high school. Broken down by state, this provides specific information about each tribe, including location, population, history, villages, and linguistic group.)

Wright, Courtni C. Wagon Train: A Family Goes West in 1865. New York: Holiday House, 1995. (Grade 4. About a wagon train of freed slaves going to California, good contrast with the Oregon Trail.)

Zucker, Jeff, Hummel, Kay and Hogfoss, Bob. Oregon Indians: Culture, History and Current Affairs, an Atlas and Introduction. Portland, Oregon: Western Imprints, The Press of the Oregon Historical Society, 1983. (High school and teacher resource.)

• These resources are more closely related to the tribal nations around the trail.

Teacher Resources

Anderson, Steven C.F., Producer. As the Wind Rocks the Wagon, An American Odyssey. New York: APL Educational Video, 1990. (Grades 4-12. Ten true stories of the Oregon Trail from the diaries of pioneer women are acted out. Short Teacher's Guide also available.)

Berger, Jim, Exec. Producer. How the West Was Lost, Volume 3. Bethesda, MD: Discovery Communications, Inc., 1993. (Grades 8-12. Documentary video of the struggle of the Lakotas against gold seekers, Custer's Battle of Little Big Horn, and Wounded Knee.)

Broenneke, Karen. Landmarks of the Old Oregon Country, Teacher's Guide and video tape. Portland, Oregon: Oregon Historical Society, 1986. (Eight video segments and lesson plans based on historically significant landmarks of the Pacific Northwest. Grades 4-8.)

Bureau of Land Management. Exploring Oregon's Past: A Teacher's Activity Guide for Fourth Through Seventh Grades. Oregon State Office, P.O. Box 2965, Portland, Oregon 97208, Tel: 503-280-7001. (Grades 4-12, focus on archaeology as well as history.)

Buroker, Judy, Chimenti, Suzanne and Olivier, Dianne. Folk Trails, Songs of Life, Love and Loss on the Oregon Trail. Folktrails Music, 21250 SE Bohna Park Rd., Boring, Oregon 97009, (503) 658-4935, 1993. (Sound cassette or compact disk and songbook with historical notes about the Oregon Trail experience. Grade 4.)

* Demallie, Raymond J. and Parks, Douglas R. Comanche Political History: An Ethnohistorical Perspective 1706-1875. Lincoln, Nebraska: University of Nebraska Press, 1995. (Grades 11-adult. This is an in-depth historical study of Comanche social and political groups.)

* Ewers, John C. The Blackfeet: Raiders on the Northwestern Plain. Norman, Oklahoma: University of Oklahoma Press, 1983. (Grades 11-adult. Ethnohistory to 1930. Includes all 3 divisions of the Blackfeet: Piegan, Blood, Siksika.)

* Frey, Rodney. The World of the Crow Indians: As Driftwood Lodges. Norman, Oklahoma: University of Oklahoma Press, 1993. (Grades 10-adult. A rare and penetrating portrait of the Crow Indian world view, tribal history, and current reservation life.)

Haslam, Andrew. North American Indians. New York: Thomson Learning, 1995. (Hands-on approach to history, with many craft projects for students. Grades 4-12.)

Hatch, Lynda. Pathways of America: The Oregon Trail. Carthage, Illinois: Good Apple, 1994. (Grades 4-8.)

* Hebard, Grace Raymond. Washakie, Chief of the Shoshones. Lincoln, Nebraska: University of Nebraska Press 1995. (Grades 10-adult. Washakie was chief of the eastern band of the Shoshone Indians. Washakie is seen signing historic treaties, aiding overland emigrants in the 1850s, and finally assisting whites in fighting the Sioux.)

* Hoig, Stan. The Battle of the Washita: The Sherman-Custer Indian Campaign of 1867-69. Lincoln, Nebraska: University of Nebraska Press, 1979. (Grades 10-adult. U.S. government Indian policy and the Cheyenne nation.)

* Hoig, Stan. The Sand Creek Massacre. Norman, Oklahoma: University of Oklahoma Press, 1977. (Grades 10-adult. Cheyennes in Colorado, 1864, also called "Chivington massacre.")

* Howard, James H. The Ponca Tribe. Lincoln, Nebraska: University of Nebraska Press, 1995. (Grades 10-adult. The most complete account of these Indians who inhabited the upper central plains.)

Jefferson National Expansion Memorial in Cooperation with the Oregon National Historic Trail. The Oregon Trail Yesterday and Today, A Curriculum Guide for K-12. Jefferson National Expansion Memorial, 11 North Fourth Street, St. Louis, Missouri 63102, (314) 425-4465,1992. (Grades K-12, multidisciplinary lessons grouped into five age categories.)

MECC. Writing Along the Oregon Trail (1994). MECC, 6160 Summit Drive North, Minneapolis, Minn. 55430-4003. (MECC's Oregon Trail computer simulation is combined with word-processing documents, a database, spreadsheet functions, and graphics and paint programs designed to stimulate students to produce various types of written products and solve problems based on the historical simulation. Grades 4-8.)

Morrison, Dorothy Nafus and Kimmel, Eric C. Oregon. New York: Macmillan/ McGraw-Hill School Publishing Company, 1991. (Grade 4 textbook.)

Ruby, Robert H., and Brown, John A. Indians of the Pacific Northwest. Norman, Oklahoma: University of Oklahoma Press, 1982. (Grades 11-adult. A massive synthesis of the history of Indian-white relations throughout the entire northwest.)

* Stedman, Raymond William. Shadows of the Indian: Stereotypes in American Culture. Norman, Oklahoma: University of Oklahoma Press, 1992. (Grades 11-adult. Drawing upon multiple areas of literature, art, and popular culture, Stedman isolates the pervasive themes and counterfeit images attached to the American Indian.)

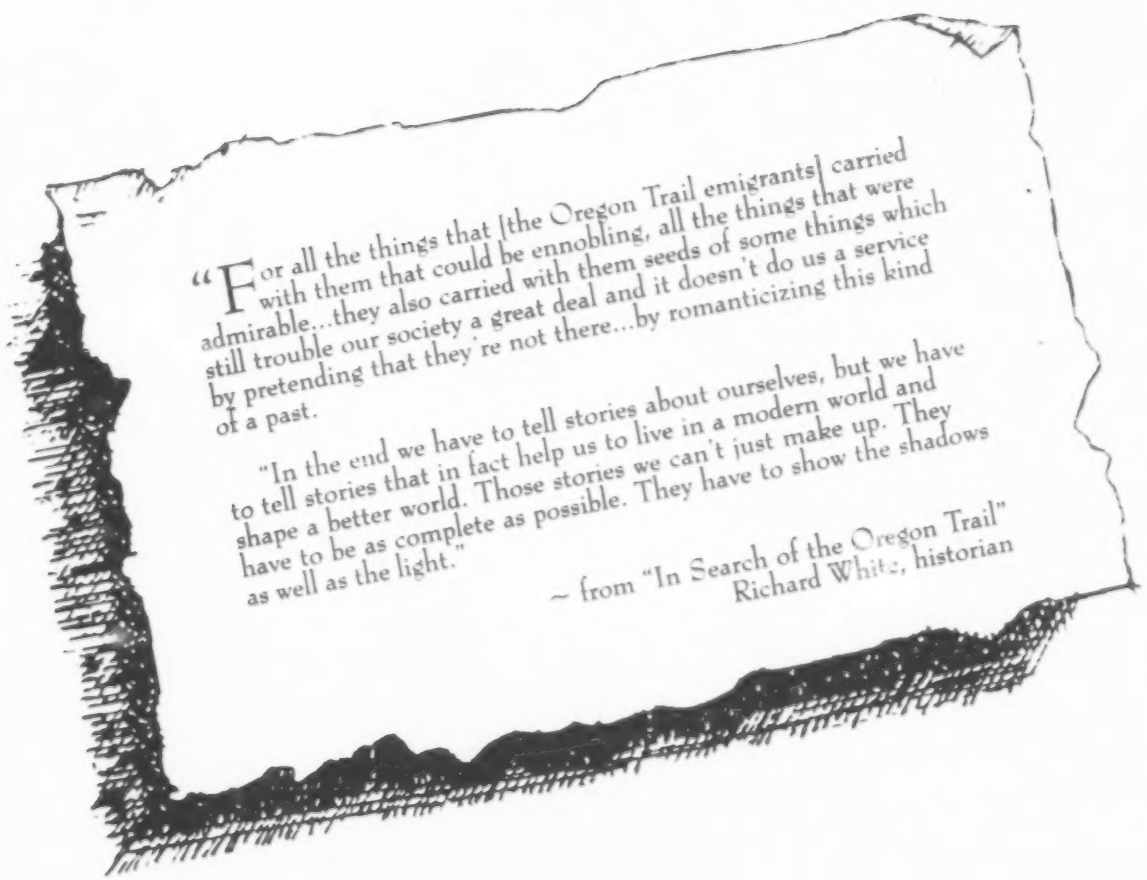
* Trenholm, Virginia Cole, and Carley, Maurine. The Shoshonis: Sentinels of the Rockies. Norman, Oklahoma: University of Oklahoma Press, 1992. (Grades 10-adult. Tribal history.)

Truman, Price. The Oregon Trail. Monmouth, Oregon: True West, 1991. (Sound cassette-songs and tunes of the Oregon Trail. All ages.)

* These resources are more closely related to the tribal nations around the trail.

Notes

Notes



"For all the things that [the Oregon Trail emigrants] carried with them that could be ennobling, all the things that were admirable...they also carried with them seeds of some things which still trouble our society a great deal and it doesn't do us a service by pretending that they're not there...by romanticizing this kind of a past.

"In the end we have to tell stories about ourselves, but we have to tell stories that in fact help us to live in a modern world and shape a better world. Those stories we can't just make up. They have to be as complete as possible. They have to show the shadows as well as the light."

~ from "In Search of the Oregon Trail"
Richard White, historian

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